

15
OFFICIAL REGISTER

OF THE

LOUISIANA STATE UNIVERSITY

AND

AGRICULTURAL AND MECHANICAL COLLEGE,

BATON ROUGE, LA.

SESSION 1877-'78.

OFFICIAL REGISTER

15

OF THE

LOUISIANA STATE UNIVERSITY

AND

AGRICULTURAL AND MECHANICAL COLLEGE,

BATON ROUGE, LA.

MILITARY ORGANIZATION.

SESSION 1877-78.

"One University, at least, should stand, like a pillar of light, in every State: the glory of the community and the constant object of its care: on which the watchful eyes of the State should be ever set, and to which its hand of bounty should always be extended. Bounty we have said, with all carefulness, instead of patronage: for such an institution patronizes the State far more than the State can patronize it."—DWIGHT.



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HISTORY
OF THE
STATE UNIVERSITY
AND
AGRICULTURAL AND MECHANICAL COLLEGE.



THE State University was founded by the Legislature in 1853, upon grants of land made by the General Government in 1806 and 1811, under the administrations, respectively, of Presidents Jefferson and Madison, "for the use of a seminary of learning."

The Institution was located near Alexandria, in the parish of Rapides; and it was first opened for the reception of cadets on the 2d day of January, 1860, under the superintendence of Colonel W. T. Sherman (now General-in-Chief, United States Army).

The College Building was destroyed by fire on the 15th of October, 1869; and on the 1st of November following, the Institution was temporarily transferred to Baton Rouge, where it has since remained.

The Agricultural and Mechanical College was founded by the Legislature in 1874, upon a grant of land made by

the General Government in 1862, under the administration of President Lincoln, "to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts."

The Institution was located at the Chalmette Battle Ground, but temporarily opened in New Orleans on the 1st day of June, 1874, where it remained till 1877.

On the 2d day of January, 1877, the act uniting the State University and the Agricultural and Mechanical College, and locating the same temporarily at Baton Rouge, as passed by the Legislature in 1876, became a law; and it was duly promulgated June 1st, 1877.

The two State Institutions, as thus "united and constituted into one and the same institution of learning," began their first joint session on the 5th day of October last, "under the name and title of the 'Louisiana State University and Agricultural and Mechanical College.'"

OBJECT.

The Federal Law makes no restrictions, or special obligations, as to the "State University." It only donates land, in a general and indefinite manner, "for the use of a seminary of learning."

But in regard to the "Agricultural and Mechanical College," the Federal Law is detailed and explicit. It provides for "the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively

prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

In uniting the two institutions of learning into one, the Legislature of Louisiana has declared that it "shall have for its object to become an institution of learning, in the broadest and highest sense; where literature, science and the arts may be taught; where the principles of truth and honor may be established, and a noble sense of personal, and patriotic, and religious duty inculcated; in fine, to fit the citizen to perform skilfully, and magnanimously, all the offices, both private and public, of peace and war."

And to carry out "its object," the law requires that the institution "shall provide general instruction and education in all the departments of literature, science, art, and industrial and professional pursuits; and it shall provide special instruction for the professions of agriculture, the mechanic arts, mining, military science and art, civil engineering, law, medicine, commerce, and navigation."

Such is the general object of the Institution, and such the general requirements of its charter. But "it is particularly enjoined upon the Board of Supervisors of this University and Agricultural and Mechanical College, to make the training in those branches of study, relating to agriculture and the mechanic arts, as practical as possible, and to that end to provide the necessary workshops and laboratories, and to secure suitable land, in the vicinity of the University and Agricultural and Mechanical College, for an experimental farm."

BOARD OF SUPERVISORS,

1877-78.

HIS EXCELLENCY, FRANCIS T. NICHOLLS,
Governor and ex-officio President,
NEW ORLEANS.

HON. ROBERT M. LUSHER,
State Superintendent of Public Education, ex-officio,
NEW ORLEANS.

COL. DAVID F. BOYD,
President of the Faculty, ex-officio,
BATON ROUGE.

J. M. WILLIAMS, M. D., *Vice President,* BATON ROUGE.

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T. L. GRIMES, Esq., AVOYELLES.

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M. A. STRICKLAND, Esq., TANGIPAHOA.

J. L. DESLATTES, M. D., ST. JOHN BAPTISTE.

W. H. GOODALE, Esq., *Secretary,* BATON ROUGE.

WM. MARKHAM, Esq., *Treasurer,* BATON ROUGE.

ROLL OF THE FACULTY AND STUDENTS
OF THE
LOUISIANA STATE UNIVERSITY
AND
AGRICULTURAL AND MECHANICAL COLLEGE.
SESSION 1877-78.

FACULTY:

✓ D. F. BOYD,

President and Professor of Engineering.

RICHARD S. McCULLOCH,

Professor of General and Agricultural Chemistry.

JAMES W. NICHOLSON,

Professor of Mathematics and Mechanics.

WILLIAM C. WILDE,

Professor of Languages.

ROLL OF STUDENTS.

ABBREVIATIONS.

B.—Botany. C.—Chemistry. E.—English. F.—French. G.—German. B. K.—Book-Keeping.
 Gr.—Greek. L.—Latin. M.—Mathematics. M. T.—Military Tactics. S.—Spanish.

NO.	NAME.	RESIDENCE.	DATE OF ENTRANCE.	STUDIES PURSUED.	REMARKS.
1	Ambrose, A. T.....	Baton Rouge.....	Dec. 6, 1877	M., E., F., M. T.	Resigned Feb. 13, 1878.
2	Annis, J. C.....	Baton Rouge.....	Oct. 22, 1877	M., E., F., M. T.	" Jan. 2, 1878.
3	Angers, Robert.....	Iberia Parish.....	Jan. 1, 1878	Not classified.....	" Jan. 8, 1878.
4	Arbour, James.....	Baton Rouge.....	Jan. 7, 1878	Not classified.....	" Feb. 13, 1878.
5	Arbour, Octave D....	Baton Rouge.....	Nov. 4, 1877	M., E., F.....	
6	Aycock, S. B.....	Clalborne Parish..	Jan. 22, 1878	L., E., C., M. T., B. K.	
7	Barbee, Geo. P.....	Baton Rouge.....	Oct. 5, 1875	M., E.....	Resigned Feb. 1, 1878.
8	Baner, G. E.....	West Baton Rouge	Oct. 25, 1877	M., E., F., C.	
9	Belloe, V.....	Baton Rouge.....	Jan. 14, 1878	M., E., F., L.....	Resigned Feb. 13, 1878.
10	Bourgeois, J. L.....	New Orleans.....	Mar. 21, 1878	M., E., M. T.	
11	Brian, F. N.....	Winn Parish.....	Feb. 17, 1878	M., E., M. T., B. K.....	
12	Brown, C. C.....	East Feliciana.....	Jan. 13, 1878	M., C., M. T., B. K., E.	
13	Brown, N. B.....	Baton Rouge.....	Jan. 12, 1878	M., E., F.....	Resigned Jan. 30, 1878.
14	Brown, W.....	Baton Rouge.....	Jan. 12, 1878	M., E., F.....	" Jan. 30, 1878.
15	Brunot, H. F.....	Baton Rouge.....	Oct. 22, 1877	M., L., C., M. T.	
16	Brunum, W. W.....	East Baton Rouge	Oct. 26, 1877	M., E., L., E., C., M. T.	
17	Caldwell, W. C.....	Waco, Texas.....	Jan. 30, 1878	M., C., M. T., GF.	
18	Carmena, Simeon....	Baton Rouge.....	Nov. 27, 1877	M., E., S.....	Resigned Jan. 21, 1878.
19	Chaney, J. T.....	East Feliciana.....	Mar. 4, 1878	Not classified.....	" Mar. 11, 1878.
20	Charotte, G. P.....	Baton Rouge.....	Jan. 16, 1878	M., E., F.....	" Feb. 13, 1878.
21	Cheatham, E. D.....	Baton Rouge.....	Nov. 19, 1877	M., E., F.....	" Feb. 13, 1878.

22	Clarke, E. G.	Baton Rouge.....	Oct.	5, 1876	M., E., F., L., M. T.	Resigned May 17, 1878.
23	Cockerham, H. W.	Livingston Parish	Feb.	11, 1878	M., L., C.	
24	Cole, Oliver.....	Grant Parish.....	Dec.	13, 1877	M., L., C., M. T., E.	
25	Conner, L. P.	West Baton Rouge	Jan.	7, 1878	M., E., L., F., M. T.	
26	Cousinard, M.	Baton Rouge.....	Nov.	22, 1877	M.	Resigned Feb. 1, 1878.
27	Curran, R. E. L.	Baton Rouge.....	Dec.	12, 1877	M., E., F.	Jan. 30, 1878.
28	Currey, Eugene.....	Baton Rouge.....	Jan.	14, 1878	M., E., M. T.	June 12, 1878.
29	Currey, Leonidas....	Baton Rouge.....	Jan.	14, 1878	M., L., C.	
30	Daigre, L. E.	Baton Rouge.....	Nov.	13, 1876	M., E., F., C.	Resigned April 2, 1878.
31	Day, R. H.	Baton Rouge.....	Oct.	24, 1877	M., F., L., B., C.	April 12, 1878.
32	D'Aquin, Edgar.....	New Orleans.....	Feb.	11, 1878	M., E., F., M. T.	
33	DeGraffenreid, W. H.	Ouachita Parish...	Jan.	1, 1878	M., F., L., M. T., B. K.	
34	Dimitry, E. L.	New Orleans.....	Mar.	17, 1878	M., E., C., M. T.	
35	Donahoe, Joseph.....	Baton Rouge.....	Oct.	15, 1877	M., E., F., C., B. K.	
36	Droz, L. E.	Baton Rouge.....	Feb.	5, 1878	M., L., F., C., M. T.	Resigned May 31, 1878.
37	Duke, Z. C.	Claborne Parish...	Jan.	9, 1878	M., F., C., M. T., E.	
38	Dupuy, Alex.....	Lafourche Parish...	Jan.	27, 1878	M., E., F., M. T.	Resigned Feb. 2, 1878. { Deficient in Discipline, April 14, 1878.
39	Earhart, G.	New Orleans.....	Feb.	10, 1878	M., E., L., F., M. T.	Resigned Feb. 13, 1878.
40	Egan, J. C.	New Orleans.....	Feb.	10, 1878	M., L., F., M. T.	
41	Elam, W. D.	Baton Rouge.....	Oct.	29, 1877	M., E., F., L.	
42	Fahcy, F. A.	St. Landry.....	Jan.	13, 1878	M., E., F., M. T.	
43	Fuqua, H. L.	Baton Rouge.....	Oct.	6, 1875	M., F., L., C.	Resigned Feb. 13, 1878.
44	Fuqua, Joseph S.	Baton Rouge.....	Oct.	5, 1875	M., F., C., B. K.	April 20, 1878.
45	Fuqua, W. F.	Baton Rouge.....	Oct.	5, 1875	M., F., L., C., Gr.	
46	Gass, Nicholas.....	Baton Rouge.....	Jan.	10, 1876	M., E., F., G., M. T., B. K.	
47	Gayle, F. M.	Pointe Coupee.....	Feb.	10, 1878	M., E., F., M. T.	
48	Geary, R. E.	Baton Rouge.....	Oct.	30, 1877	M., E., F.	Resigned Feb. 13, 1878.
49	Gerlach, L. F.	West Feliciana.....	Feb.	3, 1878	M., E., L., M. T., Gr.	
50	Gilmore, W. F.	Shreveport, La.....	Jan.	3, 1878	M., L., G., M. T., Gr.	

ROLL OF STUDENTS—Continued.

NO.	NAME.	RESIDENCE.	DATE OF ENTRANCE.	STUDIES PURSUED.	REMARKS.
51	Graves, W. V.....	Bossier Parish.....	Oct. 31, 1877	M., F., L., C., M. T.	
52	Greathouse, H. M.....	New Orleans.....	April 1, 1878	M., E., F., M. T.	
53	Greves, S. P.....	Baton Rouge.....	Dec. 24, 1877	M., E., F., M. T.	
54	Gottlieb, Joseph.....	Baton Rouge.....	Oct. 11, 1876	M., F., G., B. K.	
55	Hart, J. P.....	Baton Rouge.....	May 1, 1877	M., E., F., C., M. T.	
56	Hart, L. F.....	Baton Rouge.....	Oct. 15, 1877	M., L., F., C., S., GR., M. T.	
57	Hart, R. A.....	Baton Rouge.....	May 7, 1877	M., F., C., L., M. T., S.	
58	Hatchell, B. M.....	Livingston Parish...	Dec. 28, 1877	M., E., L., C.	Resigned May 17, 1878.
59	Haves, B. M.....	Rapides Parish.....	Jan. 13, 1878	M., E., C., M. T., B. K.	
60	Hereford, J. B.....	Baton Rouge.....	Nov. 12, 1877	M., E., F., L., M. T.	
61	Hereford, R. S.....	Baton Rouge.....	Nov. 12, 1877	M., E., C., M. T.	
62	Hereford, T. P.....	West Baton Rouge.....	Nov. 19, 1877	M., L., F., M. T.	Resigned March 7, 1878.
63	Hobgood, H. W.....	East Feliciana.....	Jan. 30, 1878	M., F., E., M. T.	
64	Hollaway, W. A.....	St. John Baptist.....	Feb. 6, 1878	M., F., B., M. T.	
65	Jasremski, L. H.....	Baton Rouge.....	Oct. 8, 1877	M., F., L., C., M. T.	Resigned Feb. 13, 1878.
66	Kelly, W. B.....	New Orleans.....	April 28, 1878	M., GR., F. G., M. T.	
67	Kleinert, G. H.....	Baton Rouge.....	Nov. 21, 1877	M., E., F.	" Feb. 12, 1878.
68	Kleinpeter, J. B.....	Baton Rouge.....	Dec. 28, 1877	M., C., B., E.	" April 8, 1878.
69	Lane, W. H.....	Baton Rouge.....	Oct. 22, 1877	M., E., L., C., M. T.	{ Deficient in Discipline, June 5, 1878.
70	Lawson, E. L.....	Baton Rouge.....	Nov. 21, 1877	M., E., F.	Resigned Feb. 13, 1878.
71	Leonard, Ovide.....	West Feliciana.....	Feb. 3, 1878	M., E., F., M. T.	
72	Lewis, John C.....	St. Mary Parish.....	Jan. 13, 1878	M., F., L., GR.	
73	Lingan, McF.....	New Orleans.....	Dec. 23, 1877	M., E., L., C., M. T.	Resigned April 7, 1878.
74	Littell, R. M.....	St. Landry Parish.....	Feb. 8, 1878	M., L., C., M. T., E.	
75	McCormick, St. P...	Baton Rouge.....	Jan. 14, 1878	M., E., F., C., M. T.	Resigned Mar. 22, 1878.

76	McCrane, J. A.....	Claiborne Parish..	Jan. 22, 1878	M., C., M. T., L., Gr.	Resigned Feb. 13, 1878.
77	McMain, S. J	Baton Rouge.....	Oct. 15, 1877	M., F., L., C.....	
78	Meyer, A. J.....	Lafouche Parish..	Feb. 5, 1878	M., E., L., C., M. T., Gr.	
79	Miles, H. W.....	Arkansas.....	Feb. 20, 1878	M., F., L., C., M. T., Gr.	Resigned Jan. 31, 1878.
80	Milling, R. E.....	Winn Parish	Feb. 17, 1878	M., E., L., M. T., B. K.	
81	Minvielle, E. A.....	Iberia Parish.....	April 8, 1878	M., E., M. T.	
82	Mithoff, M. F.....	Carrollton, La.....	Oct. 3, 1875	M., L., Gr., C., G., M. T.	Resigned Feb. 1, 1878.
83	Moise, Harry.....	Mississippi	Jan. 8, 1878	M., E., F., B., M. T.	
84	Moore, P. A.....	St. Landry	Jan. 21, 1878	M., F., L., C., M. T.	
85	Nachman, W. B.....	Baton Rouge.....	Dec. 3, 1877	M., E., F.....	Resigned Feb. 13, 1878.
86	Nelson, W. A.....	Morgan City.....	Mar. 31, 1878	M., E., F., M. T.	
87	Norwood, Noel.....	Avozelles Parish..	Jan. 4, 1878	M., F., C., M. T.	
88	O'Connor, C. G	Baton Rouge.....	Dec. 23, 1877	M., F., L., C., M. T.	Resigned Feb. 13, 1878.
89	Patterson, G. W.....	Baton Rouge.....	Nov. 12, 1877	M., F., L., C.	
90	Pearce, J. W.....	Baton Rouge.....	Oct. 5, 1875	M., L., G., C., Gr.	
91	Pike, Edward.....	New Orleans	Oct. 26, 1877	M., E., F., L., B., C., M. T.	Resigned Feb. 1, 1878.
92	Piper, L. L.....	Baton Rouge.....	Dec. 9, 1877	M., E.....	
93	Polk, W.....	Rapides Parish....	Feb. 14, 1878	M., F., E., C., M. T.	
94	Pope, C. W.....	Baton Rouge.....	Oct. 22, 1877	M., E., F.....	Resigned Feb. 13, 1878.
95	Postell, D.....	Iberville Parish....	Jan. 2, 1878	M., F., L., M. T., E.....	
96	Powell, S. R.....	Caldwell Parish....	May 6, 1878	M., E., M. T.	
97	Pruyn, R. H.....	Baton Rouge	Dec. 6, 1877	M., E., F.....	Resigned Feb. 13, 1878.
98	Randolph, R. L.....	Grant Parish.....	Jan. 6, 1878	M., L., B., C., M. T., B. K., Gr.	
99	Reymond, W. P.....	Baton Rouge.....	Nov. 16, 1877	M., E., F.....	
100	Riley, R. L.....	Algiers, La.....	Feb. 3, 1878	M., F., G., M. T., E.	Resigned Feb. 13, 1878.
101	Robertson, B. C.....	West Baton Rouge	Jan. 2, 1878	M., F., L., B., C., M. T., E.	
102	Robertson, M. P.....	Baton Rouge.....	Oct. 29, 1877	M., F., L., M. T., E.	
103	Satterfield, I. N.....	Pointe Coupee.....	Jan. 6, 1878	M., E., F., L., M. T.	Resigned Feb. 13, 1878.
104	Schanbrodt, F. F.....	Baton Rouge.....	Oct. 8, 1877	M., L., E.....	
105	Skelly, Evan.....	Iberville Parish....	Jan. 16, 1878	M., E., M. T., C.	

ROLL OF STUDENTS-Continued.

NO.	NAME.	RESIDENCE.	DATE OF ENTRANCE.	STUDIES PURSUED.	REMARKS.
106	Talbert, J. B.	Union Parish.....	Jan. 8, 1878	M., E., B., C., M. T., GR.	Resigned June 14, 1878.
107	Thomas, J. N.	Baton Rouge.....	Nov. 6, 1877	M., F., L., C., E., M. T.	
108	Tilton, Albert.	Algiers, La.....	Feb. 3, 1878	M., E., M. T., G.	
109	Todd, W. H.	Bastrop, La.....	Mar. 24, 1878	M., E., L., M. T.	
110	Tracy, S. L.	Baton Rouge.....	Dec. 24, 1877	M., E., F., C., L.	Resigned Feb. 13, 1878. { Deficient in Discipline, { June 8, 1878.
111	Wade, H.	Union Parish.....	Jan. 1, 1878	M., L., C., M. T., E., GR.	
112	Wade, J. T.	Union Parish.....	Jan. 1, 1878	M., L., C., M. T., E., GR.	
113	White, B. A.	St. Mary Parish...	Feb. 10, 1878	M., E., F., M. T.	
114	Wick, C. O.	Baton Rouge.....	Nov. 28, 1877	M., E., F., M. T.	{ Deficient in Discipline, { June 8, 1878.
115	Wick, W. H.	Baton Rouge.....	Oct. 5, 1875	M., E., L., C., M. T., B. K.	
116	Williams, G. W.	Baton Rouge.....	Oct. 7, 1875	M., B., M. T., E.	
117	Williams, W. T.	Grant Parish.....	Dec. 13, 1877	M., L., C., M. T., E., F.	
118	Willmott, W. C.	Baton Rouge.....	Nov. 12, 1877	M., E., L., C.	Resigned Mar. 11, 1878.
119	Windes, R. L.	Ouachita Parish...	Nov. 26, 1877	M., E., B., C., M. T.	
120	Wood, C. W.	New Orleans.....	Nov. 20, 1877	M., F., L., C., M. T., GR.	
121	Wood, E. E.	Pittsburg, Pa.....	Dec. 14, 1877	M., F., L., C., M. T., G.	
122	Woods, E. D.	Baton Rouge.....	Jan. 7, 1878	M., E., F., C.	

ROLL OF STUDENTS—Continued.

By Residence—		RECAPITULATION.
Total number of students.....	122	
From Louisiana.....	118	
From Arkansas.....	1	
From Mississippi.....	1	
From Pennsylvania.....	1	
From Texas.....	1	
Total.....	122	

By Studies Pursued—	
Mathematics.....	118
English.....	81
French.....	78
Military Tactics.....	77
Latin.....	57
Chemistry.....	56
Greek.....	17
Book-Keeping.....	12
German.....	10
Botany.....	9
Spanish.....	3

SESSIONAL STANDING OF CADETS, Session 1877-78.

ABBREVIATIONS: Abs.—For Absent. Def.—For Deficient. Dist.—For Distinguished. Exc.—For Excused. Exam.—For Examination.																															
NAME.	MATH.			LATIN.			GREEK.		ENGLISH.			FRENCH.			GERMAN.			SPANISH.			PHYSICS AND CHEMISTRY.			BOOK-KEEPING.			REMARKS.				
	Section.	Rank in Sect.	Grade.	Section.	Rank in Sect.	Grade.	Section.	Rank in Sect.	Grade.	Section.	Rank in Sect.	Grade.	Section.	Rank in Sect.	Grade.	Section.	Rank in Sect.	Grade.	Section.	Rank in Sect.	Grade.	Section.	Rank in Sect.	Grade.							
Ambroso, A. T.....	VIII	15	65.1							II	16	82.1	III	11	80.3											90 136	50.2 51.5	Discipline. Maxim. 100.	Deficient in Eng. Def. in Phys. and Chem.		
Aycock, S. B.....																													98	68.4	Distinguished in Mathematics.
Bauer, C. E.....	V	5	98.3							I	17	85.3	II	10	71.7																Def. in Eng. and Discipline.
Bourgeois, J. L.....	VIII	8	92.9							I	19	81.6																			Def. in Eng. and Book-keeping.
Brian, F. N.....	V	6	98.2							I	20	80.9																			Def. in Phys. and Ch. Exc. from Exam. in Math. and English.
Brown, C. C.....	IV									I																					Def. in Math. Exc. Exam. in Eng.
Brunot, H. F.....	III	9	80.6	II	19	76.7																									Def. in Phys. & Ch. Def. in Math. Exc. Exam. in Eng.
Brynum, W. W.....	VIII	16	45.8							I				III	12	80.															Def. in Latin.
Caldwell, W. C.....	I	1	98.9																												Def. in Phys. & Ch. Dist. in Math., Lat. and French.
Clarke, E. G.....	V	19	69.8	III	4	88.2				II	9	68.8	III	14	77.2																Def. in Phys. & Ch. Dist. in Math., Lat. and French.
Cole, Oliver.....	V	7	97.5	I	19	85.3								I	1	82.															Def. in Phys. & Ch. Dist. in Math., Lat. and French.
Conner, L. P.....	II	4	95.6	II	2	96.2																									Def. in Math. Lat. and French.
Currey, L.....	VI	15	80.	III	3	67.3																									Def. in Math. Lat. and French.
D'Aquin, E.....	VIII	6	97.5							II	7	70.2	III	13	78.7																Def. in Math. Lat. and French.
DeGraffenreid, W. H.....	IV	6	98.6	II	7	90.7								III	4	96.5															Def. in Math. Lat. and French.
Dimitry, E. L.....	V	3	98.9							I	2	85.3																			Def. in Math. Lat. and French.
Donahoe, J.....	IV	13	94.7							I	7	66.7	II	6	80.1																Def. in Phys. & Ch. in Math.

SECTIONAL STANDING OF CADETS—Continued.

NAME.	MATH.		LATIN.		GREEK.		ENGLISH.		FRENCH.		GERMAN.		SPANISH.		Physics AND CHEMISTRY.		Book-KEEPING.		Discipline, Academic Department, Maximum 100.	No. of Demerit for entire Session.	REMARKS.
	Section.	Rank in Sect. Grade, 100.	Section.	Rank in Sect. Grade, 100.	Section.	Rank in Sect. Grade, 100.	Section.	Rank in Sect. Grade, 100.	Section.	Rank in Sect. Grade, 100.	Section.	Rank in Sect. Grade, 100.	Section.	Rank in Sect. Grade, 100.	Section.	Rank in Sect. Grade, 100.	Section.	Rank in Sect. Grade, 100.			
Nelson, W. A.	VIII	9 87.3					II	14 57.2	III	9 85.5									76.0	82	
Norwood, N.	V	12 91.1							III	8 86.5									75.9	136	
O'Connor, C. G.	IV	11 93.4							III	16 72.5									70.9	210	
Patterson, G. W.	IV	14 93.0	II	7 90.7					II	16 25.0									68.9	117	Dist. in Math. Def. in Discipline.
Pearce, J. W.	I	3 79.4	I	1 91.0	I	1 93.2													89.3	10	Def. in Fr. Abst. Exam. Fr., Phys. and Chem.
Pike, E.	VII	9 84.7							II	8 75.7									67.2	86	Dist. in Lat. Greek and German.
Polk, W.	V	13 89.2							III	7 86.7									70.0	193	Def. in English.
Powell, S. R.	VIII																		58.3	5	Exc. from Exam. in Math.
Randolph, R. L.	IV	7 98.																	77.6	177	Dist. in Math.
Riley, R. J.	VII	7 88.5						II	13 60.6	III	10 82.2	II	2 84.7						79.	145	
Robertson, M. P.	IV	15 92.9	II	9 89.5					II	9 75.7									85.4	109	
Robertson, E. C.	IV	3 99.2	II	10 82.6					II	11 68.5									73.8	68	Dist. in Math.
Talbot, J. E.	II	2 97.8			II	5 65.4													76.4	76	Dist. in Math.
Tilton, J. A.	VII	15 78.7						II	15 55.2	III	20 55.2	II	4 52.						60.3	284	Def. in Discipline.
Todd, W. H.	VIII	11 77.7	III	5 88.				II	10 64.										63.2	97	Def. in Latin.
Trace, S. L.	IV	5 98.7	III	1 76.9						III	5 94.								80.9	38	Dist. in Math. and French.
Wade, J. T.	II	7 86.5	II	12 87.9	II	11 16.7													64.7	133	Def. in Greek.
Wade, H.	II	6 90.4	II	6 91.4	II	6 65.2													74.3	54	Dist. in Latin.
White, B. A.	VIII	14 79.9						II	12 62.7	III	18 66.5								66.7	220	Def. in Discipline.
Williams, G. W.	VII	12 82.5								II	5 76.2								79.5	175	
Williams, W. T.	IV	2 99.5	II	13 87.8						III	19 69.2								72.8	102	
Willmott, W. C.	IV	5 98.7	II	11 88.						II	2 92.5								82.3	42	
Wood, E. E.	V	4 98.5								III	1 99.7	II	1 94.						89.3	107	Dist. in Math. and French.
Wood, C. W.	III	5 96.4	II	1 96.8	II	1 84.7				II	1 99.2								89.6	61	Dist. in Math., Fr. and German.

In each Department (or branch) of study, cadets are arranged in Sections, according to proficiency.

GENERAL OUTLINE
OF THE
LOUISIANA STATE UNIVERSITY
AND
AGRICULTURAL AND MECHANICAL COLLEGE.

LOCATION.

THE Institution is located at Baton Rouge, in large and commodious buildings, affording ample room for Academic Exercises, and for boarding and lodging a large number of cadets.

The City of Baton Rouge is remarkable for its healthfulness. It is situated on a bluff on the Mississippi River, well drained, and pleasantly fanned by the River and Gulf breezes.

SESSION.

The Session is of nine months' duration, and fixed by law; beginning October 5th, and ending July 4th.

SPIRIT OF THE INSTRUCTION.

The Instruction, as given in this University, shall aim at a healthful growth of the mind and body, and of the moral and religious faculties.

The mere acquisition of knowledge shall be of secondary importance. To *form* rather than *fill* the mind—not to burden the memory and gorge the mind of a cadet with odds and ends of knowledge, but to make the *after-man* a thinker, and a gentleman—, is the object in view.

A system of instruction that enables the mind to digest what is placed in it, and gives it vigor, and energy, and tone, is better than one that may surfeit it with book knowledge, which it cannot absorb and assimilate into itself, and which must leave the mental faculties exhausted and enfeebled, torpid and sickly. As a skilful farmer would cultivate the soil, so should a good teacher treat the mind of his pupil: the mind must be put in good condition to receive the seeds of knowledge; the seed must be of good quality, and not too thickly sown; the growth and the ripening of the fruit must be left to nature; and the harvest (of ideas) must be reaped by the *after-man*.

It must always be borne in mind that youth is the formative period—the season of the development—of the mind, which is to be stored in after years with knowledge. The teaching should, therefore, be suggested, so that the seeds then implanted, may in middle life grow into an abundant harvest of wholesome knowledge, and in old age ripen into wisdom.

A good plan of education has been sketched with a Master-hand:

“First the blade, then the ear, after that the full corn in the ear.”

To secure a comprehensive and thorough intellectual training of the cadet, by which his mind shall be expanded and strengthened, and vigor, and energy, and a healthful

tone infused into his mental and moral faculties, the professors, and other instructors, of the University are directed to give instruction, as far as practicable, by lectures and text-books, with daily examinations.

The physical training of youth is believed to be of equal necessity with the intellectual and the moral; and the military exercises and discipline are designed, in part, to meet that great want.

“EDUCATION has reference to the whole MAN, the body, the mind, and the heart; its object, and, when rightly conducted, its effect, is to make him a complete creature after his kind. To his frame, it would give vigor, activity, and beauty; to his senses, correctness and acuteness; to his intellect, power and thoughtfulness; to his heart, virtue. The educated man is not the gladiator, nor the scholar, nor the upright man alone, but a just and well-balanced combination of all these; just as the educated tree is neither the large root, nor the giant branches, nor the rich foliage, but all of them together. If you would mark the perfect man, you must not look for him in the circus, the university, or the church, exclusively; but you must look for one who has *mens sana in corpore sano*, a healthful mind in a healthful body. The being in whom you find this union, is the only one worthy to be called educated. To make all men such is the object of education.”

“Let the cadet first strive to be a *man*; he will afterwards, when it is necessary, become anything which a man ought to be. Whoever is well educated to discharge the duties of a *man*, cannot be badly prepared to fulfill any of those offices which have a relation to man.”

A military system of education takes close supervision

over all the actions of a cadet. It teaches him habits of neatness and order, and trains him to industry, promptness and punctuality. It also inculcates a spirit of truthfulness and courage, and imbues him with a sentiment of honor and a sense of duty.

“The tendency of such a system of education is to quicken and cultivate the senses. Good taste, good manners, warm friendships, a love and appreciation of music, painting, and the fine arts, are its general accompaniments; and thus the *æsthetic* faculties are trained, not only by the daily cultivation of *Art*, but through the pervading power of the strong *esprit de corps*, which a well organized and thoroughly disciplined body of young men brings into constant exercise.”

Manly in body, and mind, and soul, and full of love for his God, his country, and his fellow-man, the graduate of this University should be a *man* indeed!

COURSE OF INSTRUCTION.

It is the aim of the University to have the course of instruction embrace, sooner or later, every study of a healthful, useful and refining character that any one may wish to pursue.

While the Institution hopes now to afford facilities for a good general education, especial attention will be given, as the law directs, to “those branches of study relating to agriculture and the mechanic arts.” This purpose is clearly indicated by the professorships, as already established.

The study of the Ancient Classics is highly appreciated as a means of giving strength and tone to the mind, and much more than ordinary attention is given to the English,

French and German Languages, also to History, Ethics and Metaphysics; but the Mathematics and Natural and Physical Sciences, are acknowledged to be of paramount *practical* importance, and every facility is given the student for acquiring an accurate knowledge of these branches.

The course of instruction embraces, then, a wide field of literature and science.

There is no fixed curriculum, no pre-established course of study, which every one must pursue, regardless of his taste and purpose in after-life. No, there is not *that*. It is thought best to adopt the *elective* (or free) system of study, by which parents, or guardians, will select the studies which they may wish their sons, or wards, to pursue; provided, the cadet shall have instruction in, at least, three, and not more than four, branches of study, the English Language and Literature being one of them.

Care must be taken not to overburden a cadet with too many studies. Three subjects of study, with three hours of recitation, exclusive of the military exercises, and the English composition, or essay, every week or month, is believed to be good work for a student. No student at this University shall have more than four Academic studies and recitations a day.

A little study well done, is better for the mind than much study done badly.

How long it will take a cadet to finish any branch of study, depends upon his capacity and diligence, and upon nothing else.

 Parents, or guardians, wishing it, the professors of the Institution will cheerfully advise them as to the studies best to be pursued by their sons or wards.

Instruction will be given in the following departments of study :

1. AGRICULTURE.
2. ANCIENT LANGUAGES.
3. CHEMISTRY (General and Applied to Agriculture and the Arts).
4. COMMERCE.
5. DISCIPLINE.
6. DRAWING.
7. ENGINEERING (Civil and Military).
8. FINE ARTS.
9. HISTORY AND ENGLISH LITERATURE.
10. MATHEMATICS.
11. MECHANIC ARTS.
12. MENTAL AND MORAL PHILOSOPHY.
13. MILITARY SCIENCE.
14. MODERN LANGUAGES.
15. NATURAL HISTORY.
16. PHYSICS AND MECHANICS.

DEPARTMENT OF AGRICULTURE.

INSTRUCTION IN THOSE BRANCHES OF LEARNING THAT ARE RELATED TO
AGRICULTURE.

The Department of Agriculture has not yet been organized *as such* ; nor can it well be until cadets are more proficient in the sciences underlying it. More branches of learning are “*related to Agriculture*” than to any other profession, pursuit, or occupation of man. The foundation, then, for an *educated* agriculturist, or farmer, must be very broad—must depend on much science—on many “branches of learning.”

He is the most practical man, who knows the most, and uses it best; not the man of little knowledge, and of little experience, however well he may use the little he knows.

Much knowledge comes from close observation of many things: a continual gathering of facts, and the hinging of one fact on another, with a broad and rational generalization of one's information, and its natural and systematic arrangement in the mind, for ready use.

All knowledge is akin. Mathematics and Grammar, Law and Medicine, Physics and Metaphysics, Theology and Geology, are but different names for the same thing—the working of the human mind: all those branches of learning, and every other, are but so many different views, from different standpoints, of the same grand temple of thought—the intellect of man. Any branch of study, as elaborated by man, is but the imprint of his mind, and typical of it; knowing which, we can pass back to the mind itself. Hence, the more we know of the works, and workings, of the mind, the more we know of the mind itself—the more self-knowledge we have. And that is one of the ultimate objects of all human thought.

How, then, can any institution of learning attempt to give instruction in too many branches of study, if it have the means to teach them well? And how can any one pursue too many studies, if only he have the time to do it thoroughly? How can any one know too much, if he but know it well, and use it well? And why should not he, who pursues the oldest, and noblest, and most useful of all the callings of man—the farmer, be a practical man, an *educated* man, the only possible style of man that *can know the most, and use it best?*

Instruction is now given (as the Federal Law directs) in (*some of the*) "such branches of learning as are related to agriculture"; and when its means increase, the University will broaden its base of study for the highly educated agriculturist. Indeed, there is no branch of study that is not, directly or indirectly, related to the farmer's calling, to know which would not make him the better man, and necessarily the better farmer. If this Institution can be instrumental in infusing a knowledge of physical and natural science, and of literature too, into the planters and farmers of Louisiana, its *legal* mission will have been performed, and its fondest hopes realized.

A good knowledge of Botany, Chemistry, Physics, Physiology and Zoology, well diffused, and well used, throughout the State, is at this time one of Louisiana's greatest needs.

The *Illinois Industrial University* well expresses the idea of instruction in agriculture, as follows:

"The aim of this school is to educate scientific agriculturists.

"The frequency with which this aim is misunderstood by the community at large, demands that it shall be fully explained.

"Many who look upon agriculture as consisting merely in the manual work of plowing, planting, cultivating and harvesting, and in the care of stock, justly ridicule the idea of teaching these arts in a college.

"The practical farmer, who has spent his life in farm labors, laughs at the notion of sending his son to learn these from a set of scientific professors.

“But all this implies a gross misunderstanding of the real object of agricultural science.

“It is not simply to teach *how* to plow, but the reason for plowing at all—to teach the composition and nature of soils, the philosophy of plowing, of manures, and the adaptation of the different soils to different crops and cultures.”

“It is not simply to teach how to feed, but to show the composition, action and value of the several kinds of food, and the laws of feeding, fattening and healthful growth.

“In short, it is the aim of the true agricultural college to enable the student to understand thoroughly and profoundly all that man can know about soils and seeds, plants and animals, and the influences of light, heat and moisture on his fields, his crops and his stock, so that he may both understand the reason of the processes he uses, and may intelligently work for the improvement of those processes.”

“Not ‘book farming,’ but a knowledge of the real nature of all true farming—of the great natural laws of the farm, and of all its phenomena—this is the true aim of agricultural education.

“And when it is recollected that agriculture involves a larger number of sciences than any other human employment or profession, it will not be regarded as an unfit end of a sound collegiate training.”

 “Among the principal studies that relate to Agriculture, may be mentioned General Chemistry, Physics, Mathematics, Applied Chemistry, Mineralogy, Geology, Anatomy and Physiology, vegetable and animal, Natural History, including Botany and Zoology, with Entomology

and Veterinary Science, Mechanics, and domestic economy of Agriculture."

Most of these branches of learning are already taught in the University. And in a short time, it is hoped that not only in all of *them*, but also in others not so directly pertaining to agriculture, will instruction be given.

 When Cadets are better versed in the sciences relating to agriculture, a special professor of agriculture will be appointed, whose duty it will be to teach the young Louisiana planter or farmer, how to make the best special and practical use of his general, and theoretical, scientific training.

Such special study of agriculture will require about two years, with one hour's recitation a day.

DEPARTMENT OF ANCIENT LANGUAGES.

The subjects taught in this Department are the Languages, Literatures, and Histories of Greece and Rome.

Special attention is paid to pronunciation, the aim being to bring it as near as possible to that of the people who spoke these tongues.

In the treatment of word-forms, regard is had to the teachings of modern Philologists: declensions and conjugations are not numbered arbitrarily, but are classified according to their stem-endings.

A mere rendering of a Greek or Latin author into English, is not held to satisfy all the requirements of a recitation. The student is first examined on the Etymology and Syntax of his text; these well known, the translation will take care of itself.

The old metre-mongers' system of cut and dried "longs"

and "shorts," is relegated to the limbo of things, which have had their day, in favor of Heinrich Schmidt's lucid and rational exposition of the classical rhythms and measures.

Exercises in Greek and Latin prose composition, go hand in hand with the study of the standard writers throughout the whole course.

In the selection of reading matter, a mastery of what is best in a great many authors is preferred to a superficial acquaintance with the *opera omnia* of a few.

GREEK: The authors read, in part, are Xenophon's Anabasis and Cyropaedia, Homer's Iliad, Demosthenes' Oration, Thucydides' History, Plato's Apology and Crito, and the plays of Sophocles, Euripides, and Aristophanes.

TEXT-BOOKS: Hadley's Grammar, Jones and Boise's Greek Prose Composition, Grove's Greek and English Dictionary, Liddell and Scott's Greek Lexicon, Browne's Greek Classical Literature, Anthon's Anabasis, Felton's Homer, Felton's Aristophanes, etc.

LATIN: The authors read, in part, are in the order named: Caesar, Nepos, Ovid, Sallust, Cicero, Virgil, Horace, Livy, Tacitus, Juvenal, Terence, Plautus.

TEXT-BOOKS: Gildersleeve's Grammar, Bingham's Latin Prose Composition, Crombie's Gymnasium, Schmidt's Rhythmik and Metrik, Anthon's Latin-English and English-Latin Dictionary, Andrew's Freund's Latin Lexicon, Riddle and Arnold's English-Latin Lexicon, Browne's Roman Classical Literature, Liddell's History of Rome, Long's Classical Atlas.

The department is supplied with classical engravings, chromo-lithographs and wall-maps, the standard works on

Philology, Lemaire's *Bibliotheca Classica Latina*, Teubner's *Bibliotheca Scriptorum Græcorum et Romanorum*, Becker's *Charicles*, Rost's and Matthiæ's Greek Grammars, Harrison's Greek Prepositions and Cases, Hermann's *Manual of Greek Antiquities*, Rojesen's *Grecian and Roman Antiquities*, Bagster's *Analytical Greek Lexicon*, Smith's *Classical Dictionary*, Crusius' *Homeric Lexicon*, and many other valuable works.

The course of instruction in both Latin and Greek, covers a period of three years, one hour of recitation daily.

DEPARTMENT OF CHEMISTRY:

GENERAL AND APPLIED CHEMISTRY.

The instruction in this department is at first elementary only, but afterwards may be pursued thoroughly in any of the subjects taught, which are as follows:

1. Inorganic Chemistry, including the gases, metalloids, metals, etc.
2. Organic Chemistry, both vegetable and animal.
3. Chemistry applied to the arts.
4. Physiological and Agricultural Chemistry.
5. Chemical Analysis.

Subjects rather than books are taught, and the instruction is, therefore, practical and experimental. Lectures, recitations, laboratory notes and exercises are employed; but such works of reference and text-books as may be advantageously studied, are also used.

Advanced students will be trained in scientific branches, chemical analyses and useful practical manipulations.

The Laboratory is tolerably well supplied with apparatus ;

but it is expected that much additional apparatus will soon be obtained.

The subject of Mineralogy is, for the time, attached to this department. The examination of minerals is made the basis of practical instruction in Blowpipe and Quantitative Analysis. Large cabinets and numerous duplicates are at the service of the students.

TEXT-BOOKS—*Chemistry*: Roscoe's Elementary Chemistry. *Mineralogy*: Dana's Manual of Mineralogy.

The books of reference at the disposal of the students are numerous and well chosen. In Chemistry, Miller's excellent work, Fresenius' Qualitative and Quantitative Analysis, Noad's Analysis, Sutton's Volumetric Analysis, Huggins and Chellan on the Spectroscope, are among the most useful. In Mineralogy, Dana's Larger Manual, Dufrenoy's Treatise, and others, supply the gaps in the text books.

The studies of the Department of Chemistry will cover a period of two years, a recitation, or lecture, of one hour every day.

DEPARTMENT OF COMMERCE.

It is the aim of this department, not only to teach book-keeping, business forms and business transactions generally, but to imbue the cadet with a due sense of the importance and dignity of commercial pursuits. To this end, besides a good course of book-keeping in its several kinds, and instruction in the principles of banking, insurance, and other chief subjects of practical business affairs, lectures will be delivered upon finance, political economy, commercial law, the principles of trade and of commerce,

in its higher sphere, and commercial history and geography.

The University has many valuable works relating to this department. Besides having the standard writers on finance, political economy, commercial law, etc., the library is a depository of the Reports of the United States Government, in which are to be found much useful and interesting matter pertaining to the business statistics and commercial relations of our country.

The studies of this department will extend over a period of, say, two sessions, one recitation, or lecture, a day.

DEPARTMENT OF DISCIPLINE.

It is as much the design of the Institution to teach and have practiced discipline—order, as to give instruction in Mathematics, Language, Chemistry, Mechanics, Agriculture.

The military exercises are but one of several means used to give proper ideas of discipline. The tendency of all the exercises of the University (literary, scientific and military) is to teach ORDER; to inspire the cadet with a respect for, and love of, order—to discipline the youth physically, mentally and morally.

“Discipline embraces the idea of the honor and dignity of obedience; that is, obedience to that kind of law, whose seat is the bosom of God, her voice the harmony of the world.”

Discipline—order—is, therefore, the crown of the system of study, and well worthy of being a special department of instruction.

And “military discipline rightly understood and rightly administered, is the best of all educational disciplinary

methods. It trains a youth to do his duty as a citizen in peace or in war, with promptness and thoroughness. The most excellent thing in Spartan education, says Rollin, was the teaching of young people so perfectly well how to obey. Military discipline embraces the idea of *command* as well as of *obey*. And he can best command who has been himself taught to obey. COMMAND and OBEY are the two poles of order, of God's eternal fitness of things, by which every man is to know his own right place, and to keep it; and to know his own allotted work, and to do it."

"Military discipline embraces the idea of duty—duty to others as well as to oneself, self control, justice, courtesy and courage. Its effect is to strengthen the will, to elevate the morals, to refine the manners—in fine, to promote a character at once graceful, robust and efficient, and to communicate a vigorous and enlightened manhood."

If such be the effect of good discipline, it should be made a special department of instruction in every institution of learning in the land.

 The discipline of this Institution is by law specially confided to the President, and to such assistants as may be assigned to him for that special purpose.

Discipline, like all other good ideas, must be instilled into youth rather by example than precept. The military exercises, as conducted every day, afford an excellent means for practice in discipline: they are conducted mainly by the cadets themselves; that is, those who are most proficient in a manly obedience to law and order, are themselves called on to assist in commanding—in disciplining others.

But it is not only at special drills and parades that the

cadet is subject to discipline. It attends him at all times and in all places. Discipline accompanies him to the classroom as well as to the drill-ground; it goes to church with him, and to his meals; and when he is asleep it is at his bedside. Always, and everywhere, it kindly tells the youth his duty, and earnestly urges him to do it.

But not only his duty to himself, and to his fellow cadets, and to the officers of the Institution, but his duties as a citizen—as a member of society—are impressed upon him. “Do unto others, as one would have others do unto him,” is taken as his rule of action in the University, and in after-life. In every possible way, by appealing to the cadet as an individual, and to the cadets as a corps, responsible one and all for the acts of any and every one, this essence of true discipline, this GOLDEN RULE of morals and religion, is sought to be impressed.

 The requirements, and duties, of this department are obligatory on all cadets, or students, during the entire period of their stay at the Institution.

DEPARTMENT OF DRAWING.

One of the first and most important measures to be taken in organizing industrial education, consists in teaching everywhere the art of drawing. In all kinds of technical instruction, free-hand and linear drawing rightly hold a prominent place.

To quote from Stetson, Walter Smith and Chapman :

“Drawing serves as a means of teaching by affording ocular demonstration of many matters which could scarcely be understood by mere mental effort. Besides, it gives freedom to the hand, and accustoms it to act in accord

with the eye. Form is the language of nature, and drawing the speech of the eye, expressed by the hand.

“Only four classes of human beings cannot be taught to draw—the blind, the idiotic, the lunatic, and the paralytic. Of the rest of mankind, exactly 100 per cent. can learn to draw !

“Taste has been defined to be the recollection of the beautiful. The taste must, then, be greatly improved by the long study of such beautiful forms as nature and art can furnish. And, as a chief reason for putting drawing in the University course must be its bearing upon industrial education, it is evident that, among the first copies taken, should be those natural objects which have the most to do with practical art. It is the vegetable world, not the animal world, nor the human figure, from which practical art, both ancient and modern, has derived the greater portion of its principles and its designs.

“It is particularly appropriate, therefore, that cadets in an industrial school should learn early to draw those vegetable forms—leaves, flowers, vines—which have contributed so much to practical art.

“It is not only as a beautiful accomplishment, or a source of amusement for leisure moments, that the art of Drawing should be cultivated. It has its practical uses, in every occupation in life. It opens to all inexhaustible sources of utility, as well as pleasure; practices the eye to observe, and the hand to record, the ever-varying beauty with which nature abounds, and spreads a charm around every object of God’s beautiful creation, unfelt and unknown to those who have failed or neglected its cultivation. It does more: it gives strength to the arm of the mechanic, and taste and

skill to the producer, not only of the embellishments but actual necessities of life. From the anvil of the smith and the workbench of the joiner, to the manufacturer of the most costly productions of ornamental art, it is ever at hand with its powerful aid, in strengthening invention and execution, and qualifying the mind and hand to design and produce whatever the wants or the tastes of society may require.

“Of all people in the world, we stand most in need of knowledge in the Art of Design. If in Europe, surrounded as they are by monuments of art, the accumulation of ages, it has been found necessary to make Drawing a part of common education, how much more essential is it here, where there is little or nothing of the sort. We must learn to think, and feel, and do, for ourselves. We must begin and carry out a new system of education in this respect; and, once placed in possession of a beginning, the energy and independent character of our people, so evident in everything else, will be made available to the cultivation of national taste in art, and the just appreciation of the sublime and beautiful. Art, in its higher efforts, will no longer suffer from the pedantry of travelled quackery, but will be elevated in itself, and elevated in its efforts, by the existence of a fair, honest, and intelligent tribunal. The east-off frippery of European garrets and workshops will no longer find place beside our home productions in the Fine and Industrial Arts. The vast resources of mind and matter with which a bountiful Providence has endowed our land, will be brought forth to add to its national greatness; and although we have no vast cathedrals or royal palaces to fill with pictures and statues, or adorn with works of

ornamental art, we have a vast, an independent and intelligent people to appeal to: who need only to be shown the truth, to know and maintain it."

"Pupils are too frequently instructed in copying the antiques as the only models of beauty and perfection, instead of representing and imitating nature. In this way artists will only be copyists, and can never acquire any claim to originality. In fact, the ancients had no exclusive privilege of genius, nor did they necessarily exhaust all the sources of excellence, so as to leave to posterity no resource, but to copy them. On the contrary, there are many antiques that have no merit but their age. We only cultivate those of greater or less perfection in works of art, in their resemblance to nature. Now, if the ancients have brought forth master pieces in imitating nature, why should not modern artists do the same, since nature though infinite in her modifications, is constant in her laws? Let us imitate the method of the ancient artists, but not copy their productions. They represented nature, and imitated her varieties; they gave to each strong hero, strong muscled, yet different in proportion and size just as we find in nature. Why should our artists copy only the statue of HERCULES, in order to indicate bodily strength? Why should they in general confine themselves only to one and the same configuration and attitude for particular personages? All musicians might be equally, and, with the same right, requested to follow only the productions of one or several great composers; and all music, which is not like that of Handel, Mozart or Hayden, be declared to be good for nothing."

The following course in Drawing has been selected :

1. **FREE-HAND DRAWING**—from flat copies, such as geometrical figures, geographical maps, and symmetrical ornamental forms; from the simpler vegetable forms, such as leaves, flowers and vines; and from bodies with plane surfaces.

2. **LINEAR DRAWING**—with rule and square, and mathematical instruments; division, measuring and transfer of right lines, angles and figures; construction, gradation and subdivision of scales; exercises in drawing in descriptive geometry and mechanical constructions, and instruction in ^{or}perspective.

3. **FREE-HAND DRAWING**—of plants, trees, etc., of animals and the human form; of agricultural and mechanical implements, and of military arms; of richer ornaments, round and plane, in outlines; of furniture, and of landscape.

4. **ARCHITECTURAL, MECHANICAL, ENGINEERING AND ARTILLERY DRAWING**—especially of agricultural buildings, complicated machinery,—such as steam engines, sugar mills, cotton gins, and draining and dredging machines—, railway bridges, canal locks, ordnance, gun carriages, etc., etc.

5. **TOPOGRAPHICAL, FORTIFICATION AND PLAN DRAWING.**

TEXT-BOOKS: Walter Smith's series of Drawing Books, Mahan's Industrial Drawing, Smith's Topographical Drawing.

Some admirable engravings, photographs, etchings, busts, statuettes, etc., etc., from the best masters, are at the service of this department of study.

The course of drawing will occupy three years, one hour of instruction each day.

DEPARTMENT OF ENGINEERING:

CIVIL AND MILITARY.

This department is well supplied with instruments, models, maps, charts, drawings, etc.; with a large and valuable set of building stones, presented by the *late* Newton Richards, Esq., of New Orleans; with the plans and specifications of some of the principal railways and canals in this country and England, and with many recent books on Engineering.

TEXT-BOOKS—Davies' New Surveying, Davies' Descriptive Geometry, Davies' Shades, Shadows and Perspective, Smith's Topographical Drawing Course of Instruction, Mahan's Civil Engineering, Rankine's Civil Engineering, Mahan's Field Fortifications, Mahan's Permanent Fortifications.

Surveying—Plane Surveying, Running of Boundary Lines with Chain and Compass, Calculation of Areas, Plotting, Theoretical Instruction and Practice in the Field.

Levelling—Simple Levelling, Levelling for Profile, Cross-Section Work, Calculation of Earthwork, Theoretical and Practical.

Topographical Surveying—Running of Contour Lines, Plotting and Use of the Topographical Symbols, Theoretical and Practical.

Railway Surveying—Running of Trial Lines, Rectification of Lines, Running of Curves, Calculation of Cuttings and Fillings, Theoretical and Practical.

Mining Surveying—Theoretical Instruction in Use of Transit, Miner's Compass, Miner's Semicircle, Traversing, etc.

Geodesic Surveying—Practical Use of Transit, Theodolite,

Plane Table, Theoretical Instruction in Triangulation.

Descriptive Geometry—The entire course.

Shades and Shadows, and Perspective—Drawing of Principal Problems in India ink with right-line pen.

Drawing—Topographical Drawing in Colors, Mechanical Drawing in Right Line and Colors, Engineer Drawing of Bridges, Canal Locks, etc.

Railway Construction—Constructions of all Kinds, Description of Materials, Strength of Materials, Theory of Arches, Calculation of Strains on Frames.

Lectures—On Levees, Motive Powers, Engineering Instruments, Implements and Machines, the Various Trusses in use, Modern Bridge Building, use of Pneumatic Piles, Caissons, etc.

Military Engineering—Theoretical Instruction in Fortification, Gunnery, and Construction of Military Bridges.

Instruction in this department will require about two years, one hour of recitation, or lecture, every day.

DEPARTMENT OF THE FINE ARTS.

The recent law uniting the State University and the Agricultural and Mechanical College, requires the fine arts to be taught; and for years before the passage of that law, the University was getting itself in readiness to do so, by collecting works of art in every way it could.

Everywhere, throughout its halls and class-rooms, are to be found handsome paintings, engravings, photographs, busts, etc., etc.; and in the Library are books and portfolios of engravings, from the best of the old masters, and valuable works on painting, sculpture, architecture and music.

As yet there is no special art-professor, and may not be

for some little time; but the purpose to secure such an one is fixed. Meanwhile the collection of works of art will go on; and through the refining influence of the Art Museum alone, much good will have been done.

“Everything on which the student’s eye daily rests should tend to educate him in the love of the beautiful. Good taste is an ally of virtue. Coarseness has no natural affinity with moral excellence, but the contrary. A college ought not to aim at producing gigantic intellects alone; it should produce men, able men, those developed in the beautiful, no less than the good and the true. Students should be trained in the finer feelings, as well as in the stronger traits of mind; they should be educated in everything that encourages a character both strong and refined.

“The faculties of hearing, and touch, and sight, are as valuable in education as any other; they have been given to us for a wise purpose, and their cultivation is of much importance. Commercially speaking, the power to draw well is worth more in the open labor market to-day, than anything else taught in the public schools; and education in industrial arts is of more importance to the development of this country, and the increase of its wealth and reputation, than any other subject of common school education.

“Just as it is found necessary to have scientific apparatus and chemical laboratories for the teaching of elementary science, so it is equally important to have collections of works of art and examples of industrial design to teach the more advanced subjects in art, and a studio or gallery in which the study may be pursued, equivalent to the laboratory required by science.

“It is well known that art education in its higher phases

depends very much upon study from actual examples of industrial or fine art, and cannot be successfully pursued from theoretical teaching only. There must be perception of the beautiful in form and color created by studying objects or works in which these characteristics are displayed, before there can be expression of such characteristics in the works of the pupils.

“There is an education obtained by being in the presence of works of art, just as there is a refining influence in the society of refined men and women; and much of the instinctive love for and power in art which the French have, arises from the influence on them of constantly seeing works of art, from their childhood upwards, in the streets, houses, churches, and public collections.

“In all ages art has recieved aid from, and found its highest and purest expression in, religion. The cathedral has given us some of our finest works in the realms of architecture and painting. Many of the old masters were as good Christians as they were artists. If science in its legitimate sphere, is the friend of religion, so is art.

It is a favorable augury for this Institution that by Legislative Enactment, it must establish a Department of Fine Arts. By such study, the mind of the student will be elevated, and his heart made better.”

DEPARTMENT OF HISTORY AND ENGLISH LITERATURE.

The subjects taught in this department are History, Ancient and Modern, and English Literature, with a succinct survey of the Literatures which have, from time to time, modified its spirit and form.

In the department of History, the philosophy of History

is made the object of study rather than the facts, the time being too short for any thorough study of the latter. The text-book used is Freeman's Outlines of History.

In the class of English Literature, the text-books used are Shaw's Manual, and Johnston and Browne's English Literature. The best criticism of individual writers and particular periods is also furnished the class from scattered essays, and various lectures, including extracts from works devoted to special criticism.

 For a time, the English Language proper will be taught in this department. Particular attention is paid to the grammatical structure of the language, and to the usages of the best English writers. A letter or composition, is required every week of the cadet, for the first two years of his stay at the University; after that time, he will write an essay every month.

The philology and idioms of the language are also critically studied. And its history is considered: how it came from the Anglo-Saxon, and uniting with the Norman French, became the present English language.

TEXT-BOOK: Whitney's English Grammar.

The department is supplied with the standard works on both subjects, as well as with the volumes of the British Essayists, Alison, Sydney Smith, Wilson, Macaulay, Talfourd. In the Department of Literature, special mention may be made of Collier's Early English Literature, Hazlitt's Works, Hallam's Literature of Europe, Angus' Hand Books, Day's several works on Composition and Literature, Fowler's English Grammar, and Max Muller's Philological Works.

The course will consume one session, one hour a day.

DEPARTMENT OF MATHEMATICS.

The importance of mathematics in the common business transactions of life, its importance as a means of intellectual discipline, and as a means of investigating the laws of nature, are kept constantly in view throughout the entire course of instruction. In each branch, it is the constant aim, to make students familiar with the notation employed, expert in transformations and reductions, and in the application of notation and reduction to the solution of practical problems, to give them a clear conception of the importance and utility of each branch both *abstractly* and *relatively*; and to create within their minds a love for science and its applications, rather than give them a definite amount of information. Students are required to be thorough in their text-book recitations, and much of the time given to those recitations, is devoted to the discussion and solution of simple and original relevant questions, so selected as not only to render the black-board exercises pleasant and fascinating, but to lead the students by successive steps to a thorough and practical comprehension of the matter under consideration.

In the first year Arithmetic is carefully reviewed, Algebra completed through Equations of Second Degree, and an effort made to finish Plane Geometry and Plane Trigonometry.

The Text-Books used in Arithmetic and Algebra (Robinson's series) abound in well selected examples; and the Cadet's knowledge of the principles of Geometry and Trigonometry (Davies' Legendre), is frequently tested by original questions.

In the second year Algebra, Geometry and Trigonome-

try are very carefully finished, particular attention being paid to Radical Quantities and Radical Equations, the Binomial Theorem and its applications, Expansion of Irreducible Fractions into series, Logarithms and their practical use, the Theory of Equations, Solid and Spherical Geometry, Analytical Plane Trigonometry and Spherical Trigonometry. Analytical Geometry is also completed in the Freshman Year. The Text-Books (Howison's of Ray series) is a very full and exhaustive treatise, and the whole subject of Analytical Geometry, Theoretical and Practical, of two and three dimensions, is taught with much care. Besides the many applications of principles given in the text, other tests are often made of the Cadet's knowledge of the subject.

The third year is devoted to the *Differential and Integral Calculus*, and the *Calculus of Variations* (Courtenay's). Special attention is given to the practical applications of the Calculus, such as the Subjects of Maxima and Minima, Radius of Curvature, Tracing of Curves, etc., of the Differential Calculus, and to the Rectification and Quadrature of Curves, the Quadrature of Curved Surfaces and the Cubature of Volumes, etc., of the Integral Calculus.

Mixed or applied Mathematics are taught in the Department of Physics and Mechanics.

Throughout the entire course of Mathematics, there are five recitations a week, and the sections of a class are small, so that every Cadet may recite daily. While the Text-Books are mainly relied on as the means of instruction, lectures are also frequently given.

This Department is well supplied with Models in plaster and wood (by Engel), illustrating the Conic Sections, and

with Charts and Diagrams of Geometry, Trigonometry and Calculus.

There is also a fine set of Books of Reference of several hundred volumes, embracing the best English, French and German writers on Mathematics, and the Cambridge and Dublin Mathematical Journal.

This course will occupy three years, one hour of recitation, or lecture, each day.

DEPARTMENT OF THE MECHANIC ARTS.

INSTRUCTION IN THOSE BRANCHES OF LEARNING THAT ARE RELATED TO THE MECHANIC ARTS.

Much that was said under the head of Department of Agriculture, is equally applicable here. Instruction, rather than construction, is the object of this department of learning, and the intent of the law.

Consequently, the means of the Institution are now devoted to teaching "such branches of learning as are related to the Mechanic Arts." In time, it is hoped that practical instruction can be given in what is known as the "*Russian System*."

The pith of "the Russian system," as recently introduced into this country by the Massachusetts Institute of Technology at Boston, is simply this:

It puts its eye sharply on those elementary operations common to many mechanical pursuits, and drills thoroughly in them. Its aim is not to educate artisans of any special name, but to give the students an acquaintance with certain manipulations of such universal tools as the hammer, saw, plane, chisel, file and square, as would be equally useful in many different trades. INSTRUCTION, not construction, is the purpose of the school.

“The object is to impart a degree of skill in all the elementary operations, essential in the working of wood, stone, iron, brass, etc., that may be turned to practical account, in learning trades, or in actual business.

“It is but applying to manual instruction the system and methods which have proved so successful in developing skill in other arts and sciences.

“For instance, if it is desired to teach a boy to play the piano, no attempt is made to instruct him how to play a tune. He is first taught to play the various ‘scales,’ the best teachers and best scholars devoting most time to this, the execution of set pieces being all the while in view, but not attempted. Doubtless an intelligent pupil could learn to play a score of difficult pieces in the time usually given to the preliminary exercises, but it is the ‘exercises,’ and not the tune-playing that will finally develop the accomplished musician.

“Drawing, as an art, is taught in a similar manner. The pupil is taught to draw straight lines, alone, and in various combinations, and only after months of this practice is he allowed to execute a piece requiring skill.

“In fact there is not a single science or art which is taught thoroughly and systematically upon any other plan than this, of giving instruction first in principles, leading the pupil gradually to their practical and useful application.

“Under the apprentice system manual instruction has never been imparted in this way, either in industrial schools or in manufactories. The Russian system aims to accomplish exactly this; and the exhibit at Philadelphia was of such a nature as to convince many of our most intelligent educators of the wisdom of the system.”

We have generally given our thoughts more to devising a proper system of instruction in Agriculture; but Louisiana really stands more in need of mechanical education than of agricultural education.

To borrow the ideas of Col. Wm. Leroy Broun, of Georgia:

“How sadly is Louisiana in need of mechanical pursuits, and mechanical education! Shall her people continue to devote themselves chiefly to agriculture, and almost exclusively to two branches of agriculture—to the cultivation of cotton and cane? This great State needs something else besides farmers and planters, however well educated and intelligent and skilled and successful they be. To be strong, to be powerful, Louisiana must be something more than a people devoted to agriculture. No nation of agriculturists has ever, in the history of the world, competed successfully with a nation of mechanics. Herein consisted as past years demonstrated, the great weakness of the Southern States.

“The power of a people, in peace as well as in war, is vastly increased by machinery. By burning ten pounds of coal in the furnace of a steam engine, a day’s work of one man can be done. A ton of coal, then, has stored up an energy equivalent to a day’s work of two hundred men; and by the application of science, it is made to do that amount of productive labor. The annual consumption of ten million tons of coal—chiefly in the Northern States—for manufacturing purposes, represents the equivalent of a producing, non-consuming population, of over five million of men.

“The two million horse-power engaged in the various manufacturing industries in the Northern and Western

States, in excess over that employed in the eleven Southern States represents a capacity of production—represents a producing, non-consuming population, efficient in peace and war—of fourteen million of men!”

That is, the South fought, in the late war between the States, 14,000,000 of MEN more than the Federal Army Rolls, or Censns, called for—men with sinews of iron and fingers of steel—strong, active men that were never hungered and athirst, nor foot-sore and weary—men that never tired and were ever ready!

Surely, then, does Louisiana and the South stand in need of MECHANICS—mechanical education and the Mechanic Arts.

“To aid in building up the State, it is argued, and correctly so, that Louisiana must turn a portion of the great tide of immigration now annually flowing to the Northwest. But would it not equally avail her to introduce that labor that produces and does not consume; that is fed on wood and coal, instead of bread and meat; that labor that is tractable, obedient and eminently productive”; that never “strikes” its employer, yet always strikes—for him!

The Sheffield Scientific School well defines the object of the department of the Mechanic Arts, as follows:

“It is devoted to instruction and researches in the mathematical, physical and natural sciences, with reference to the promotion and diffusion of science, and also to the preparation of young men for such pursuits as require especial proficiency in these departments of learning.”

And Daniel Webster, years ago, explained it better still:

“The distinct purpose of instruction in the sciences, as connected with the Mechanic Arts, is to connect science

more and more with art; to teach the established, and invent new, modes of combining skill with strength; to bring the power of the human understanding in aid of the physical powers of the human frame; to facilitate the coöperation of the mind with the hand; to augment convenience, lighten labor, and mitigate toil, by stretching the domain of mind farther and farther over the elements of nature, and by making those elements themselves submit to human rule, follow human bidding, and work together for human happiness."

It has also been well said by an able man of the present day, Mr. Kean, Rector of the University of Virginia:

"The value of the products of human industry is in proportion not to the *force* expended in their production, but to the amount of *thought* realized and expressed in them."

 Among those studies that relate to the Mechanic Arts, may be named Chemistry and Physies, Pure Mathematics, Applied Mathematics, Mechanics, Applied Mechanics, Mechanical Drawing, and Metallurgy;" all of which are now taught in this Institution.

The instruction in this Department of the Mechanic Arts will embrace a period of about two years, one hour each day.

DEPARTMENT OF MENTAL AND MORAL PHILOSOPHY.

This department comprises Logic, Psychology and Ethics.

TEXT-BOOKS: Bowen's Logic, Bowen's edition of Hamilton's Metaphysics, and Jouffroy's Ethics.

The department is furnished with the works of the leading philosophers, and an outline history of philosophy is given by lecture, in connection with the text-books.

The instruction is not limited to those Schools of Thought represented by the text-books, but the views of opposing Schools and the modern Scientists are clearly and fully stated.

The department is supplied with the usual works of reference, among which may be named Hamilton's discussions of Philosophy and Literature, the works of Hobbes, Stewart, Plato, and other Philosophical writers, including the best modern books on Mental and Moral Philosophy.

One hour a day, for one year, is the time devoted to this department of study.

"Mental science, or the science of the human mind, bears in its very designation its title to the first rank of human studies. With logic, the science of reasoning, it forms one of the best of all modes of strengthening the intellectual faculties, when in their higher stages of power and progress. In metaphysical studies, indeed, the loftiest minds in all ages have delighted to dwell, like eagles in their mountain homes. The greatest forces that have moved the world in any age have been metaphysical. To a mind at all addicted to coasting around the shore of things invisible, and hovering about its secret wonders, to one that knows the mystic spell of abstract thought, there is a pleasure, a rapture rather, in philosophic speculation, which is to be found nowhere else outside of the realm of holy work and worship.

"Moral Science, or Ethics, must have also its proper place in the course of the higher education. This is the science of human duty. It determines the sphere of right and wrong for both individuals and communities, in all the relations of life. Its facts and principles are much more plain,

than those of Metaphysics; and the profit of the study is, rather, distinctively moral than intellectual.”—DWIGHT.

DEPARTMENT OF MILITARY SCIENCE.

Instruction in this Department embraces Infantry and Artillery Tactics; Military Administration, Police and Discipline; Ordnance, Gunnery and Laboratory Duty; and Military Strategy, Law and History.

For practice in Infantry and Artillery tactics, a good battery and small arms are provided.

The Institution is supplied with many valuable books on military science and history; and to Gen. Sherman, it is indebted for a superior collection of military maps.

TEXT-BOOKS: United States Army Artillery Tactics, Upton's Infantry Tactics, Mahan's Field and Permanent Fortifications, Benton's Ordnance and Gunnery, Haupt's Military Bridges, Dufour's Strategy and Tactics.

Instruction in military science will require about two sessions, one hour a day.

 While the studies of this department are optional, like those of other departments, it will be borne in mind that the military exercises—the drills, parades, etc., and military discipline, are obligatory on all cadets, or students of the Institution.

DEPARTMENT OF MODERN LANGUAGES.

The Languages taught in this Department are French, German, Spanish and Italian.

The instruction in all the classes is made as thorough and practical as possible, and in addition to the usual exercises in Grammar and Translation, frequent lectures on

the History and Literature of the several languages are also delivered.

The text-books in use are :

French—Noël and Chapsal Grammaire Française, Pujol and Van Norman's French Course, Fenelon's Télémaque, DeStaël's Corrinne and Jacques de Brancian.

German—Woodbury's German Grammar, Woodbury's German Reader, Eichendorf's Aus dem Leben.

Spanish—Velazquez' Spanish Grammar, Velazquez' New Spanish Reader.

Italian—Mariotti's Italian Grammar, Pronessi Sposi.

Instructions in French and German will consume, each, three year's study ; and the Spanish and Italian, each, one year ; recitations, or lectures, of one hour every day.

DEPARTMENT OF NATURAL HISTORY.

The Studies in this Department are Botany, Zoölogy, Physiology and Geology.

The text-book in Botany is Wood's Botanist and Florist. The Department is furnished with many valuable works, with Henslow's Charts, and with an herbarium of about three-fourths of the flora of Louisiana.

Each student is required to collect, analyze and prepare specimens of the flowers found in the vicinity of Baton Rouge during the spring. The class is frequently taken on field excursions and the subject taught from specimens daily.

In Physiology the text-book is Hooker's Physiology, with lectures on recent discoveries, drawn from the best and latest works. Care is taken to prepare the Cadet for

a thorough study of the science of mind, by the study of Cerebral Physiology, and the habits of animals.

Text-book in Zoology : Nicholson's Manual of Zoology. Each lesson is illustrated by specimens, dissections and charts. The Museum is furnished with many specimens of mammals, birds, reptiles, and a fine collection of shells, and is rapidly increasing.

Geology is attached for the time to this Department, Dana's and Le Conte's text-books being used. The Geological Cabinets are large, and continually increasing, the collections of the State Survey being applied to the use of the class, and the duplicates exchanged with the surveys of other States. Models of stratification, geological maps of all portions of the world yet studied, and diagrams of the most important sections, are freely used in imparting the principles of this comprehensive science. The Library contains all the most valuable reports of Surveys that have been made in this country. The interest aroused by the connection of the University with an actual survey, causes Geology to be eagerly studied.

The Library of this Department is furnished with many standard works, including our own Fama, Audubon and Bachman, and Baird on Mammals; Audubon, Baird and Wilfor on Birds. On insects we have the works of Packard, Harris, Kirby and Spence, and Barmeister. In Geology, the works of Lyell, De la Roche, Murchison, Buckland, Hugh Miller, etc., etc., furnish all the illustration of the present state of the science that can be desired.

In the Department of Natural History, the Library, Herbarium and Museum are second to none in the South.

The studies of this department will consume about two years, one hour a day for lecture, or recitation.

DEPARTMENT OF PHYSICS AND MECHANICS.

GENERAL PHYSICS AND MECHANICS.

The course in General Physics embraces the General Properties of Matter, Solids, Liquids and Gases, Cohesion, Repulsion, Osmose, Capillarity, Theory of Undulations. *Heat*—Nature of Heat, Measure of Temperature, Changes in the State of Bodies by Heat, Conduction, Radiation, Convection, Action of Bodies upon Heat, Specific Heat, Liquefaction and Solidification, Tension of Vapors, Spheroidal State of Liquids, Steam and Air Engines, Ventilation, Dynamical Theory of Heat.

Electricity—Magnetism, Terrestrial Magnetism, Magnetic Observations, Statical Electricity, Electrometers, Condensers.

Dynamical Electricity—Batteries, the Electric Light, Induction Coils, Electro-Magnetism, Electro-Dynamics, Diamagnetism, Telegraph, Magneto Electricity.

The Course of Mechanics embraces: The Principles of Motion and Force, Inertia, Momentum, Motion, Uniform and Varied, Absolute and Relative, Composition and Resolution of Forces, Constrained Motion; Centre of Gravity, Laws of Falling Bodies; Measures of Intensity of Gravity, Mass and Weight, Pendulum, Motion of Projectiles; Virtual Velocities, Impact, Lever, Balances, Wheel and Axle, Inclined Plane, Wedge, Screw; Impediments to Motion; Elasticity, Tension, Torsion of Solids, Strength of Materials. *Hydrodynamics*—Transmission of Pressure and Equilibrium of Liquids, Buoyancy, Specific Gravity, Motion of

Liquids, Water Wheels. *Pneumatics*—The Atmosphere, Buoyancy, Barometers, Balloons, Anemometers, Water and Air Pumps, Windmills.

TEXT-BOOKS: Silliman's Physics, Parkinson's Mechanics, Bartlett's Mechanics, McCulloch's Mechanical Theory of Heat.

Lectures by Professor.

ACOUSTICS, OPTICS AND ASTRONOMY.

The course of Acoustics embraces: Nature of Sound, Exponential Curve of Boscovich, Waves in General, Velocity, Pitch and Intensity of Sound, Molecular Displacement, Interference, Reinforcement, Reflexion, Refraction, and Inflexion of Sound; Musical Sounds, The Siren, Monochord, Vibrations of columns of Air, Vibrations of Elastic Bars, Plates, Cords, Communication of Vibrations, Physical Theory of Music, The Ear, Sound Signals.

The Course of Optics embraces: Wave Motion, Rectilinear Propagation of Light, Reflexion, Refraction, Index of Refraction, Deviation at Plane and Curved Surfaces, Spherical Aberration, Optical Images, The Eye, Microscopes and Telescopes, Camera, Magic Lantern, Calcium Light, Solar Microscope, Chromatics, Colors by Interference, Fringes of Shadows and Apertures, Colors of Plates, Color by Unequal Refrangibility, Chromatic Aberration, Rainbow, Polarization, Spectrum Analysis.

The Course of Astronomy embraces: The Earth, its Figure, Dimensions and Density, Astronomical Instruments, Refraction, The Earth's Motions, Equation of Time, The Calendar, Parallax, Precession, Nutation, Aberration; Central Forces, Kepler's Laws, Eclipses, Finding Longitude

and Latitude; Tides, The Planetary System, Planets' Elements, Comets, The Fixed Stars, Star Clusters and Nebulæ.

TEXT-BOOKS—Bartlett's Optics and Acoustics and Loomis' Treatise on Astronomy.

This department has a tolerably good apparatus, and many excellent books of reference.

The studies of this department will consume two sessions, one hour's recitation, or lecture, daily.

SPECIAL LECTURES.

As an aid to the regular instruction in the University, persons learned in literature and science are invited from time to time to lecture before the Faculty and Cadets.

Besides the information thus gained, such lectures are a pleasant change in the routine of the Institution, give zest to its exercises, and encourage cadet and professor alike.

 Distinguished citizens of our State—especially practical planters and mechanics, and successful business-men, who may also be highly educated, are particularly solicited to visit the University, and give professors and cadets the benefit of their intelligence and experience.

FACILITIES FOR INSTRUCTION.

LIBRARY.

The Library now contains over 14,000 select volumes, and efforts are making to largely increase it.

In History, the English, French and Latin Classics, Mathematics, and Physical and Natural Sciences, the works are unusually comprehensive and valuable. There is also a large number of unbound periodicals and pamphlets, some of which are very useful and interesting; many

choice engravings, photographs, chromos and busts, and a few good oil paintings, among which is the splendid painting, almost life size, by Julio, of Lee and Jackson at Chancellorsville.

Cadets have access to the Library daily, under proper restrictions.

“A large library is an indispensable requisite for a college. It should be the chief attraction for all its better class of students. But it should be a Bibliotheca indeed not a mere circulating library filled with the transient literature of the day. It should contain the most rare and the most precious productions of past ages, as well as the best thought of the present. It should represent the world in space and time. It should be a place for study and for writing, furnished with every accommodation for those purposes.

“Not only as giving the means of reference and study is such a library most useful and practical. The very sight of an immense collection of books operates as a powerful excitement. Devoid, indeed, must that mind be, not only of classical but of all generous feeling, that can stand in such a presence without emotion. It is humbling, but not discouraging. Well may an ingenuous youth be astonished at such an exhibition; but instead of discouraging, it furnishes to such a one the very stimulus he most needs. What a magnificent temple is this! he feels like saying. What a storehouse of the world's best thought! How immense the world's literature! Can a man be called educated who is ignorant even of its vast extent? To know one's ignorance, is one of the most valuable kinds of knowledge.”—TAYLER LEWIS.

Contributions to the Library, especially works of History, Science and Statistical Information, and Busts, Paintings, Engravings, Photographs, Maps, etc., will be thankfully received.

READING ROOM.

In connection with the Library, there will be a READING ROOM, to be kept as well supplied as possible with literary and scientific journals, and with the leading newspapers of our country.

To this Room, cadets will have free access in the hours of ^{re}creation.

It is the aim of the University to stimulate, by every possible means, the youthful mind to thought—to create a taste for polite learning, and to form the habit of acquiring useful information.

The youthful student needs assistance in his selection of reading matter; and a good librarian is his best adviser.

The University will strive to put its most scholarly man in charge of the Library; one, too, full of enthusiasm in his work, and full of sympathy for the youthful reader; who will cordially invite the cadet to visit the Library, and make him feel that he is welcome, and encourage him to read; who will prompt the student to seek for knowledge, and spare no pains to satisfy every demand for information. Such will be his pleasure; and such, too, is the librarian's duty.

Mr. Green of the Worcester Free Public Library well says: "The personal relations of an accomplished librarian with those who use a library are productive of great advantage. Few users of a reference library know what

books to go to, to get answers to questions which they have to ask. Many need help in finding out and stating the exact question which they wish to have answered. The librarian steps forward and helps them to give a definite shape to their inquiries, and refers them to some master of the subject to which their inquiries relate. He gives them the best works, and keeps them from the productions of dabblers in knowledge.

“The general reading of the student should be a department of the higher education. It is wrong to leave the college student to chance alone in the selection of his reading matter.

“The selection of books and the time to be devoted to them, indeed the whole subject of college reading is worthy of much thought. There should be a professorship for this special work. Is it right to leave so important a matter to mere accident, or to caprice? Shall the student follow instinct alone in his reading? For some it may be safe; there are those who tell us, ‘the college library was their best education.’ And we owe to this habit of self-chosen reading, occasionally a splendid result—such as Emerson, who thought more, it is said, of the library than the recitation or lecture room. But for the ordinary mortal, it is a practice full of peril. It becomes the college student to seek out some Philip—some accomplished librarian, who, when, with friendly voice, he shall ask, ‘Understandest thou what thou readest?’ can hear the modest reply, ‘How can I, except some man should guide me?’”—MUZZEY.

APPARATUS, ETC.

The Scientific Chairs are tolerably well provided with a

physical and chemical apparatus, engineering instruments, mathematical models and diagrams. Efforts are making to have much special apparatus provided for the purposes of analytical and agricultural chemistry.

The Patent Office, at Washington, deposited with the University over 300 models of machinery.

CABINETS, MUSEUM, ETC.

There is a large collection of minerals, and geological and conchological specimens, many thousand in number, and a rich Herbarium, all scientifically determined and well arranged.

In fact, few institutions in this country are superior to the University in regard to cabinets of this nature. The extensive collection of the *late* Col. Wailes, of Mississippi, Dr. J. B. Hall, of New Orleans, and Dr. R. D. Nevins, of Mobile, have been secured, and large accessions have been made through the labors of the Professors engaged upon the Topographical, Geological and Botanical Surveys of the State, by the donations of public-spirited citizens, and by purchase.

The University has also a very large and scientifically valuable Museum of Natural History.

A good deal of material has been obtained for an Industrial Museum, which will soon be well organized.

The Industrial Museum will embrace the

1. AGRICULTURAL MUSEUM.

Agricultural implements, full sized and models; drawings and photographs of machinery used in agriculture, especially of sugar mills, cotton gins, etc., agricultural

products, such as samples of sugar, cotton, wool, ramie, rice, tobacco; grain of all kinds, seeds, coffee, tea; models and drawings of fruits and vegetables, especially of tropical varieties; specimens of plants, both useful and noxious, and of insects and birds, injurious or beneficial to vegetation; photographs, engravings and chromos of domestic animals and fowls of improved breeds; samples of the soils of Louisiana, and of fertilizers and manures; maps, charts and diagrams illustrating the subjects of agriculture; plans, specifications, and drawings of farm and plantation houses, sugar-houses, gin-houses, stables, barns, piggeries, hemmeries, etc., etc.

2. ARCHITECTURAL MUSEUM.

Plaster casts, models, photographs and drawings of architectural structures, as a whole and in detail; models in stone-cutting, and of splicing and jointing; samples of building material, such as stone (natural and artificial), wood, iron, brick, lime, mortar, tile, pipe (metal and cement), and roofing.

3. ENGINEERING MUSEUM.

Engineering, surveying and mathematical instruments; models, profiles, charts, diagrams, photographs and working drawings of bridges and other engineering works of an architectural nature; plans, specifications and drawings of canals, levees, etc., etc.; drawings of railway engines, dredging machines, dredge-boats, etc.

The Newton Richards collection of building and ornamental stones is a valuable acquisition in the Department of Engineering.

4. MECHANICAL MUSEUM

Will contain models of machinery, and photographs and drawings of machines; manufacturer's books of plates; mechanical products, such as samples of cloth, leather, soap, oil, paints, dye-stuffs, paper, rubber, glass, pottery, porcelain, china, metals in various stages of manufacture, or ores in process of reduction; sections of railway iron, steel rail, telegraph cable and wire.

This museum has already over 300 models of machinery from the Patent Office at Washington.

 "The two words 'LOOK THERE!' are often more valuable than an hour's lecture. The pupil takes into his mind the form, color, meaning, of the thing itself, which no words could give him; and in good collections of this sort, the insides of things are shown him as clearly as the outsides; so that the pupil's knowledge is thorough, instead of merely skin-deep. It should also be remembered that education by the eye is as fertile in fruit as education by the ear; and that merely to familiarize men with the sight of things made as they should be, is the most effectual teaching to avoid and dislike what is inferior or wrong. The material element of teaching is, therefore, secondary only in value to the living element."—J. SCOTT RUSSELL.

An immense number of Indian relics, of almost every description, and specimens of the handiwork of savage and barbarous nations, and many old coins and medallions, make up what the University has of Archæology and Ethnology.

With but little trouble and expense, the public can materially increase the cabinets, etc., of the Institution. Spec-

mens of minerals, fossils, Indian relics, land and water (fresh and salt) shells, plants, reptiles, fish, insects, birds, animals, etc., and models of machinery, specimens of manufactures, of agricultural products, etc., are easily obtained, now and then, over the country; and they are particularly solicited.

The cost of transportation will be borne by the Institution.

EXPERIMENTAL FARM AND WORKSHOPS.

As soon as students may be sufficiently advanced in the requisite sciences, the experimental farm and workshops will be ready for use. Efforts are now making to get in readiness those necessary adjuncts to a scientific education. The experimental farm contains 126 acres of good land.

It is the intention of the Institution to carry out, faithfully and intelligently, the object of the Federal law, creating the Agricultural and Mechanical College; also, the object and requirements of the Legislature in uniting that College with the State University.

It is intended not only to give students a good opportunity to learn much, theoretically and practically, of agriculture and the mechanic arts, but also to encourage them to pursue such studies.

“Our State needs scientific agriculturists—men familiar with the application of modern science—architects, builders, engineers, educated mechanics, practical chemists—men who will develop new industries, bring to light her rich resources, and add to her wealth by increasing her productions. And the great object of the Federal law, creating the Agricultural and Mechanical College, is to supply that

want, by giving to the young men of the State the requisite science-training."

To make intelligent planters, or farmers, and skilled managers of plantations, on the one hand; and, on the other, to train mechanics in the scientific principles of their profession,—are among the leading objects of this Institution.

This Institution, of all the Agricultural colleges in this country, should be the especial nursery of the sugar-cane, and such other tropical plants as now grow, or can be grown, in Louisiana. All that can be known, and utilized, of those growths in Louisiana, should be determined at *this* Agricultural College; and this Institution will, no doubt soon be the depository of information upon these and other kindred agricultural interests.

TOPOGRAPHICAL, GEOLOGICAL, BOTANICAL AND ZOOLOGICAL
SURVEYS OF LOUISIANA.

By Act of the Legislature of 1869, the Professors of Engineering, Mineralogy, Geology, Botany and Zoology, of this Institution, are required to make Surveys respectively of Louisiana.

To this duty, they devoted a good deal of time, every year, up to 1873. The Fourth Annual Reports of these professors, have been made. They throw much light upon the Physical History of Louisiana, and afford unusual facilities to the young Louisianian for learning the physical features and natural history of his State and of the whole Southwest.

It is expected that the Legislature will soon make provision for the continuance of this important work.

SYSTEM OF INSTRUCTION.

The system of instruction in the lower, or more elementary, classes is almost entirely by means of text-books; but in the higher classes, instruction is given partly by lectures.

In the classes of Mathematics and Mechanics, *practical* questions, besides those in the Text, are required to be solved; in the classes of Ancient and Modern Languages, translations from English into those languages are made at every recitation.

The cadet must write an English composition, or a letter, once a week for the first two years of his stay at the University; and for the remaining years of his cadetship, he shall write an essay at least once a month, unless specially excused.

To neglect a lesson is one of the greatest offenses a cadet can commit; and he cannot neglect his studies for any length of time without being dismissed. To receive not more than half of the maximum value of a daily recitation, is considered neglect of lesson.

 Let it be known, once for all, that the University is no asylum for drones, nor a nursery for children, but a school for young men, who are earnestly, and actively, striving to acquire a liberal and useful education.

Lazy boys, and bad boys (and boys *too young*) are not wanted. They do no good themselves, not only; but worse than that: they are a hindrance to students, good boys, and uselessly consume the time, and try the patience of the instructors. In a word, lazy, bad boys are a nuisance, and *not* wanted!

DEGREES, ETC.

The degree of "BACHELOR OF ARTS" will be conferred on the graduate in the following subjects of study :

English, French, German, Latin, and Greek Languages, Mathematics, Drawing, Physics, Astronomy, Chemistry, Mineralogy, Geology, Botany, Zoology, Mental and Moral Philosophy, History, English Literature, and Artillery and Infantry Tactics.

The degree of "BACHELOR OF SCIENCE" will be conferred on the graduate in the following subjects :

English, French, and German Languages, Mathematics, Drawing, Physics, Astronomy, Chemistry, Agricultural Chemistry and Agriculture, or Analytical Mechanics and Practical Mechanics, Mineralogy, Geology, Botany, Zoology, Anatomy, Physiology, Mental and Moral Philosophy, History, English Literature, and Artillery and Infantry Tactics.

The degree of "MASTER OF ARTS" will be conferred on the graduate in the following subjects :

English, French, German, Latin, and Greek Languages, Mathematics, Drawing, Physics, Astronomy, Analytical Mechanics, Chemistry, Agricultural Chemistry, Mineralogy, Geology, Botany, Zoology, Anatomy, Physiology, History, English Literature, and Artillery and Infantry Tactics.

The degree of "CIVIL ENGINEER" will be conferred on the graduate in the following subjects :

English, French, and German Languages, Mathematics, Drawing, Physics, Analytical Mechanics, Astronomy, Mineralogy, Geology, Botany, Civil Engineering (Theoretical and Practical), Military Engineering (Fortification and Gunnery), and Artillery and Infantry Tactics.

Cadets who pass successfully all the written examinations in any department, or branch of study, will receive a certificate as "PROFICIENT" in that study.

To the Cadet who receives nine-tenths of the maximum sessional standing in any branch of study, during a session, a "CERTIFICATE OF DISTINCTION" will be granted. But the certificate will not be conferred in public, unless the Cadet is distinguished in at least two branches of study. Nor will a certificate of distinction be awarded at all, if the Cadet fail in any one branch of study.

EXAMINATIONS.

DAILY, INTERMEDIATE AND FINAL.

The scale of marking daily recitations shall be :

For a perfect recitation 10, for a total failure 0; intermediate merit being indicated by intermediate numbers.

In preparing his Weekly Class report, the professor, or instructor, will take 10 as his maximum. The average value of the daily recitations will, therefore, be the weekly *total* of a cadet.

Each professor, or instructor, shall render his Weekly Class report to the President by 5 P. M. Friday.

It shall be the duty of the President to summon before him, at 11 A. M. Saturday, the cadets whom he may adjudge delinquent in study, during the week, to the end that he may kindly advise those laboring under disadvantages, and firmly reprove the wilfully negligent.

If the standing of a cadet in any study, during a week, is not more than one-half the maximum, he shall be considered as having neglected that study.

From the weekly class reports, a consolidated report of

progress shall be made out monthly, and an abstract thereof forwarded by the president to the parent or guardian of each cadet, exhibiting his standing for the month, his health, and such other matters as may interest the parent.

The classes, when large, shall be divided into sections of size convenient for instruction, the first section being composed of cadets highest in the order of merit, the second section of the next highest, and so on.

Each cadet shall, if practicable, be examined at every recitation of a class, or section.

The instruction in each department, or branch of study, shall be proportioned to the needs and capacities of the different sections, the more difficult investigations being confined to the highest sections.

Each professor, or instructor, will specify under the head of "Remarks" in his Weekly Class report the subject of study, text-book and progress made by his class. He may also make such other remarks concerning his department, or branch of study, or about any member of his class, as he may deem necessary and proper.

 Besides examinations which may be held from time to time during the session, exclusive of the daily recitations, there shall be held in every class, or section of a class, in each department of study, thorough *written* examinations in the first part of February, near the close of the first half of the session, and in the latter part of June, near the end of the session. In these Intermediate and Final Examinations, written questions are proposed, and written answers required.

The standard of proficiency and of graduation shall be

the same in all departments, or branches of study, and in all prescribed courses for degrees.

The sessional standing of a cadet in any study shall be computed semi-annually: immediately after the Intermediate and Final Examinations; and his standing for the whole session shall be the mean of these two semi-annual computations.

The semi-sessional standing of a cadet in any study shall be determined by adding the daily class marks of a half session—maximum value 20—to the Intermediate or Final Examination marks—maximum value 80; making total maximum value of semi-annual sessional standing 100. That is, the Daily Examinations and the Intermediate, or Final, Examination, taken together, constitute the examination of a cadet.

To be *proficient* in a study, the cadet shall have received more than one half of the maximum of semi-annual sessional standing. Should he not receive more than half of the maximum value, he is *deficient*; and the Faculty will judge whether he shall be permitted to go on with his class, or section, or be turned back into the next lower class or section.

To *graduate* in (or finish) any department or branch of study, the cadet must receive not less than three-fourths of the maximum value in that study at the last written (Intermediate or Final) Examination.

Candidates for a degree shall write an essay, or deliver an address, on any subject of literature, science, or art, they may select.

One-fourth, at least, of the subject-matter of a *written* (Intermediate or Final) Examination shall be *original*—

never before presented to the class or section, but illustrating the instruction as given during the session.

Every cadet who may stand a written examination, shall sign the following certificate: "I hereby certify on honor that I have not received assistance in any way from any person, or from any other source whatever, during this examination; nor have I given assistance in any way to any cadet in answering any of the questions propounded. And I further declare, on honor, that I did not know of, or have any intimation as to what would be, the special subjects, or particular questions, of this examination, before they were this day, and in this room, at the particular time prescribed for holding this examination, officially presented to me by the professor in charge: in every respect, this examination has been fairly and honorably conducted on my part."

If a cadet be found deficient in sessional-standing after the Intermediate or Final Examination, in one or more of his studies, and the Faculty be of the opinion that his deficiency is the result of utter incapacity, or an habitual want of application, he will be discharged at once, if the deficiency occur after the Intermediate Examination; and, if after the Final Examination, he will be notified that he will not be received at the next session.

Any cadet found deficient in any one of his studies after two successive Final Examinations, shall stand *ipso facto* dismissed.

GOVERNMENT OF THE INSTITUTION.

The government of the Institution is military.

Students who board and lodge in the University building,

will be military cadets, subject at all times, and in every way, to strict military discipline.

Students who board and lodge in the city of Baton Rouge, or vicinity, will be subject to military discipline, only while they may be performing their daily duties at the Institution. This latter class of students must, however, like the regular military cadets, attend all the military drills and parades.

In the University building, and on the University grounds, there must be order; and only through the strong arm of discipline can order be maintained.

That system of government is a good one, which takes close supervision over all the actions of the cadet—is ever by his side, his instructor in health, and in sickness his nurse; which is always his companion and friend, stimulating him to become not only a scholar, but, better than that, begging him to behave like a gentleman and to act like a man; which teaches him how to study and how to save his time—how to overcome difficulties and never to give up; which gives him habits of order and neatness, and enforces upon him industry and economy; trains him to promptness and punctuality, and requires of him obedience and self-denial; which accustoms him to hardihood and self-reliance, and inures him to hardship, privation and toil; renders him patient and persevering, and makes him thoughtful and prudent; which inculcates a spirit of truthfulness and courage, and inspires him with a noble emulation and a generous rivalry; imbues him with self-respect and a regard for others, and instills into him a sense of duty and a sentiment of honor; which refines his feelings, and softens his manners; gives health and vigor to his body,

and adds grace and dignity to his bearing: in a word, that system of school government is a good one, which teaches the cadet how so to become a citizen, as “to perform skillfully, and magnanimously, all the offices, both private and public, of peace and war.

And *that* is *military* discipline!

RELIGIOUS INSTRUCTION.

Religious instruction, Catholic and Protestant, is given in the University by Professors of the Institution. The several churches in Baton Rouge are also accessible on Sundays.

Parents, or guardians, will please specify the churches in Baton Rouge, which they wish their sons, or wards, to attend. Their wish will be our order; and their sons, or wards, will—thanks to military discipline—attend divine worship, on Sundays, in the churches of their choice, the weather permitting and the preacher preaching, just as surely as that, on Mondays, they will be present at the Mathematical Classes or the Military Drills.

Ministers of the Gospel are also earnestly invited to hold service in the University Chapel.

RECREATION.

Sufficient time is set apart daily for relaxation from study; and cadets are as earnestly urged to avail themselves of such recreation, as at other times they are required to study.

The Military Drills alone insure enough out-door exercise for all purposes of health.

Efforts are also made to give the cadet the benefit of the

society of ladies. Nothing contributes more to polish his manners and refine his feelings, and to maintain good order and discipline.

It is a matter of grave doubt whether the young man at College cut off from the influence of *home* and the society of ladies, does not lose more that is essential to the formation of his character than he gains from text-books. The University tries to correct that evil, and sincerely trusts that its graduate may be known, not only by his learning, but by his respect for religion and truth, and his refinement of thought and manners. These objects attained, the elements of a gentleman are secured.

And to make the University look homelike and attractive, its walls, almost everywhere, are covered with handsome pictures, and portraits of eminent men, instructive and refining in nearly every way. It is believed that the University is one of the neatest and most tastefully arranged institutions of learning in the United States.

CARE OF THE SICK.

An experienced and skilful physician, a regular practitioner of medicine in the city of Baton Rouge, visits the University daily, to attend and care for the sick. Besides this, he holds himself in readiness to respond to any special call that may be made upon him, day or night, to visit the Institution professionally.

LITERARY SOCIETIES.

Every facility is given for forming Literary Societies. Experience has demonstrated that nothing improves the mind of a youth more than his regular attendance upon

and participation in such exercises. They are a most valuable adjunct to the instruction given in the University.

SOCIETY OF THE ALUMNI.

This Society is composed of graduates of the Institution, who feel a deep interest, not only in the cause of education in Louisiana, but especially in the welfare of the University. They wish also to keep alive the pleasant memories of their cadetship, and as far as practicable, to form the acquaintance of the cadets now in attendance. With this view, they meet annually on the day before the "Commencement Day," when an address is delivered by one of the members, and the occasion closed with appropriate festivities.

ANNIVERSARY OF THE UNIVERSITY.

The Anniversary of the opening of the University, January 2d, 1860, and of the union of the State University and Agricultural and Mechanical College, January 2d, 1877, is celebrated by an appropriate address.

Gen. Geo. Mason Graham, the President of the first Board of Trustees, and generally recognized as THE FATHER of the University, has been selected to deliver the next Anniversary Address, Thursday, January 2d, 1879.

THE OFFICE OF THE SECRETARY OF THE LOUISIANA STATE GRANGE.

The Secretary of the State Grange, has been invited to establish his office at the University. He has accepted the invitation; and a room has been fitted up for that purpose, and is kept well provided with the best books and papers on agriculture. In that way, we hope to benefit the

members of the Grange, and the planters and farmers in general.

To this room, the cadets have access.

At the annual meeting of the State Grange, held in New Orleans, in December last, a resolution was passed extending to our School the best wishes and cordial co-operation of that body.

To further show their appreciation of our Institution, and their cordial, good feeling towards us, the State Grange did our worthy colleague, and able professor of mathematics, Mr. Nicholson, the honor to appoint him State Lecturer.

Thus, step by step, allying ourselves with the people, and drawing to us their sympathy and support, because we are working for the people—for the good and glory of the whole people of Louisiana, and not for any mere locality—for the humblest and remotest village in the State, as well as for the great cities and towns; belonging alike to all the people of Louisiana, and trying to serve them all faithfully, and alike, do we hope, in the Providence of God, to be instrumental in making the rising generations of Louisianians among the wisest, and best, and noblest people of the earth, and the glory of their brave and gallant fathers.

COMMENCEMENT.

The Commencement Exercises take place in public on the FOURTH OF JULY, when diplomas and certificates of distinction are awarded, and addresses delivered by graduates and distinguished persons selected by the Literary Societies and the Faculty. There is also a military parade.

To these Exercises, every citizen of Louisiana is most

earnestly and cordially invited. Without the individual sympathy and active personal support of the people of the State, this Institution cannot prosper.

VACATION.

The Vacation is of three months' duration, beginning July 5th, and ending October 4th.

During the Session there is no recess, except the Christmas holidays and Good Friday.

PREPARATORY SCHOOLS.

The public schools, and the several admirable private academies, here and there in Louisiana, should serve as preparatory schools for this Institution.

It is a grave mistake to send boys away from home to college too young, and too little prepared. Better keep them at some preparatory school, till they are old enough to take care of themselves, and advanced enough to readily follow college classes.

ADMISSION OF STUDENTS OR CADETS.

Applicants for admission should be not under fourteen years of age; and they had better be sixteen years old and upwards. They should be able to read and write well, and have, at least, a fair knowledge of Arithmetic, English Grammar, Geography, and the History of the United States. But a much better preparation is very desirable.

Cadets may be residents of other States.

The cadet, upon his admission, will be required to sign a promise to this effect:

"I hereby agree to serve as a cadet in the Louisiana

State University and Agricultural and Mechanical College; to obey the rules and regulations made by proper authority, and the lawful orders of the officers placed over me, and in all things to discharge my duties as a cadet with honor, fidelity and regularity."

BENEFICIARY CADETS.

The Beneficiary Cadet Law, as applicable to the State University, is still on the statute-book of the State. But until an appropriation is made to defray the expenses of State (or Beneficiary) Cadets, this class of students cannot be received.

EXPENSES.

Tuition is absolutely free—so declared by Legislative enactment. And to enable every deserving young man to have, as far as possible, the benefit of the Institution, the expenses of those who board and lodge in the University building, are placed at the lowest reasonable figures, namely:

FIXED EXPENSES.

Board.....	per month	\$ 10 00
Lodging and servant attendance.....	" "	1 00
Washing and mending.....	" "	2 00
Fuel and lights.....	" "	50
Incidental fee.....	" "	50
Medical attendance.....	" "	1 00
Total monthly expense.....		\$ 15 00
Total FIXED Expenses per session of nine months.....		\$135 00

CONTINGENT EXPENSES.

Amount brought forward, \$135 00

Uniform clothing during session, estimate, say, one dress-suit, one fatigue-suit, extra pair of pants and two caps. . . .	\$50 00
Text-books and stationery, during session. .	10 00
Medicines.	2 00
Breakages and other contingencies "	3 00
Total CONTINGENT expenses per session. . . .	65 00
Total expenses—Fixed and Contingent. . .	\$200 00

Payable \$20 on entrance, and \$20 at the close of each of the nine months of the session, making ten equal payments of \$20 each during the session.

This estimate embraces nearly every possible reasonable expense for comfortable and respectable maintenance.

Cadets will be received at any time during the session, and charged only from date of entrance, and for time of attendance.

The unexpended balance of special deposits for uniform clothing, text-books, stationery, medicines, breakages, etc., will be refunded at the close of the session. A cadet can, with care, pass the session with only the dress-suit, and one fatigue-suit, of uniform clothing; and indeed those two suits might last him two years.

To the cadet who may *not* be on the "*sick-list*" or absent from duty on account of sickness, during the session, the fee for medical attendance will be refunded.

In cases of withdrawal from the Institution, for any cause, the unexpended balance of all fees, will be refunded.

Parents are requested to give their sons very little pocket money, not exceeding two dollars per month.

EXPENSES CAN BE THE LEAST POSSIBLE.

Students who prefer to board and lodge *out* of the University building, can readily find comfortable quarters, and good board in private families, in the city of Baton Rouge, or vicinity, at probably less cost than the rates as above charged to the military cadets. And students who may form "*messes*," can, no doubt, rent quarters, and board and lodge themselves for \$6 00 to \$8 00 a month.

Students who board and lodge *out* of the University building, only pay to the Institution the monthly incidental fee of fifty cents.

 Let it be clearly understood that the tuition and the use of library and apparatus, are absolutely free; and that maintenance (food, clothing, etc.,) may be as small as the habits of economy of the student, and his powers of endurance, may have it be. Louisianians fought well at Fredericksburg, in mid-winter—many of them *barefooted*, on a *pound* of "hard-tack" and a *quarter* of a pound of bacon *uncooked*! At Vicksburg and Port Hudson, on even less sustenance, who could have behaved more gallantly, and endured more hardships, than did the Southern soldiers! And *their* sons, if need be, can study well, too, on a *slim* allowance of food and clothing.

At the Kansas Agricultural College, where board in private families is from \$3 00 to \$4 00 per week, students, by "boarding themselves," ("messing"), lived the session through at a cost each of \$1 11 per week. And it can be *so* here in Baton Rouge.

MANUAL LABOR.

It is expected that students who prefer defraying part of their expenses by their labor, will find employment in the Agricultural, Mechanical or other Departments. But, in general, on this point of "*labor*," the following admirable remarks, as published in the catalogue of the Kansas State Agricultural College, are here given, as the policy to be pursued in this institution:

"Manual labor by the students may be for either of two purposes: First, to acquire skill in a given art; second, to earn money. In the first case, the labor is educational; in the second, it should be paid for by the party benefited."

"*Educational Labor*.—Manual labor in the recitations of the Industrial Departments, like mental labor in those of the Literary Departments, is purely educational, and will not be remunerated. While the interest of the student will be held paramount in the direction of this labor, the practice necessary to dexterity will be required."

"*Remunerated Labor*.—When the Institution needs labor on the farm, or elsewhere, which is not educational, but simply for its own profit, and which a student is able and willing to perform, it becomes an employer instead of a teacher, and he an employee instead of a scholar. It pays for work; he works for pay. The relation between them is commercial, not educational; and both parties must act upon business principles. Hence the College will only furnish such employment as its own interests require, and will pay according to the value of the services rendered."

OUTFIT OF A CADET.

The fees of the military cadet cover every item of

expense, except *under-clothing*, a good supply of which the cadet must bring with him, as an outfit.

The *outfit* of a cadet, to be procured before coming to the University, is, say, not less than eight (8) good shirts, one (1) dozen linen collars, two (2) black silk neck-ties, six (6) pocket-handkerchiefs, six (6) cotton or woolen under-shirts, six (6) pairs of cotton or woolen drawers, one (1) dozen pairs of stout cotton socks, one (1) black soft felt hat, two (2) pairs of stout shoes, two (2) pairs white Berlin gloves, a tooth brush, comb, hair brush, clothes brush, two (2) bags for soiled clothes, one (1) dozen good stout towels, a good overcoat of grey cloth, or kersey, with cape extending well over the shoulders—of cut known as the military frock, and a good trunk. All articles of clothing should be well marked with the name of the cadet.

 The cadet cannot have too much under-clothing, as he is required to keep himself very neat.

CHEAPNESS OF THE INSTITUTION.

 It is believed that this institution is one of the cheapest of its grade in the Union. If only those items of expense were given which are usually published by other colleges, the total expense would *seem* to be much less than it really is, and the public might form a very erroneous impression of the *entire* cost of the tuition and maintenance of a cadet.

Usually, colleges announce board and tuition for a session of nine or ten months at *about* two hundred and fifty or three hundred dollars. But what does that mean? Surely, nothing in particular. And certainly it does not include bedding and room furniture, washing and mending, ser-

vants' attendance, fuel and lights, blacking and soap, text-books and stationery ; and often even room-rent is *extra*, to say nothing of the extra modern languages, etc. ; and if the student is sick, he is subject to heavy expense for medical attendance ! *Not so here.* All those expenses, and every other possible expense, except under-clothing, are \$200 per session of nine months !

We venture the assertion that the expense incurred by most young men, who have been sent out of Louisiana to be educated, is about twice the amount necessary here. Still *five* out of every *seven* Louisiana students attend *College out of the State !*

A cadet need not expend one cent more than the regular fees, as above published ; and the Institution earnestly invites a close comparison of its rates with those of other institutions. Because it assumes complete control over the cadet, educates him, supplies all his personal wants, cares for him when sick, and plainly tells the parent *the entire cost*, it begs not to be done the injustice of being considered excessive in its charges, which are no more than actual cost.

DESIRABLE LOCATION FOR YOUTHS OF DELICATE HEALTH.

Attention is particularly called to parents in the Northern States, or mountainous regions, whose sons may be of weak constitution, and hardly able to stand the rigors of their cold climate. Here, in the far South, near the Gulf of Mexico, on the banks of the Mississippi, and on the first bluff from the sea—at Baton Rouge, noted for its healthfulness—is a well endowed institution of learning, with able and experienced professors in the several chairs ; here is a good school for their sons of *delicate* health. Here they

will be welcome—well taught and well treated by kind, generous Southern people. They are invited to come to Louisiana—to entrust themselves to our care. Here they can winter in a mild climate, and at the same time obtain a good education.

WORD TO PARENTS AND GUARDIANS.

Parents, or guardians, cannot be too careful in the selection of the institutions of learning, to which to entrust the education of their sons, or wards. Nor can they be at too much pains to be assured of their fitness to enter college. Many a youth well qualified to enter the literary and scientific classes, is morally unfit to take proper care of himself: he easily falls into bad company, and contracts bad habits, which may ruin him for life. All such youths should be kept at home—no matter what their academic preparation may be—until they have sufficient self-control to withstand the many temptations incident to college-life. As a rule, our American colleges ruin more youths than they make good and useful men.

“A certain power of self-government is pre-supposed in all who come to college, and those who have it not are out of place in such societies.”

LOUISIANA YOUTHS SHOULD BE EDUCATED IN LOUISIANA.

But why send so many Louisiana youths to other States to be educated? The number is not less than four hundred, and it may exceed five hundred! Each will spend, on an average, five hundred dollars a year, and all of them together take out of our State not less than two hundred thousand dollars annually! No other people in the world

do that—help to build up the colleges of other States, and leave their own to perish for want of means! Let all those students, and all that money, be kept here at home, and be given to some *one* Louisiana college for twenty years, and nothing but the most flagrant mismanagement could prevent its becoming one of the best schools in America.

Be just, then, Louisianians to yourselves, before you are too generous to others. In fact, no State or country can become truly great until it educates its own sons, train its own intellect, and creates an ardent spirit of patriotism, an enthusiastic State pride.

In no sense is it *economy*—except to the exceptional *few*, whose health may require change of climate—to send boys and young men out of Louisiana to be educated. Even if it were as *cheap*—the college expenses—let us take the young Louisianian educated North and East, and one educated in this Institution, and compare their chances of success in life here in Louisiana.

Both, say, go into business in New Orleans. What does the one educated *out* of the State know of Louisiana and her people, *outside* of his own little neighborhood? while the graduate from here has had, for four years, college-mates and class-mates from every section of Louisiana; and the history of his State—physical, political and personal—he is daily learning in spite of himself. The one begins life in his *native* State a *stranger*, knowing nobody in it and nothing about it; the other has already a large acquaintance and an established character, which his less fortunate neighbor can only acquire at great cost of time and money.

Virginia and Carolina, Massachusetts and New York,

have all a strong State pride, which, in time of need, is a tower of strength; and it has been inculcated in no way more than by *educating together the youths of those States in their own State schools*. And the citizen of Louisiana who *can* educate his son in a Louisiana school, and fails to do so, is not, in our humble judgment, doing his part by either his State or his son. As we love best our own blood and family and home, so should we love our parish and State and great country, better than any other, and do all in our power to intensify that love.

Louisiana educates a greater proportion of her sons than any other State. The statistics of collegiate education in the United States show this, even if the general intelligence of her people did not attest it. But her sons are *not* educated *in* Louisiana! Now, let them be educated here at home. Let the youths of Louisiana grow up together, be educated together—know one another: it will generate a fellow-feeling—a homogeneity of interest, that the people of Louisiana have never experienced. It will be a benefit that money cannot buy.

How long will Louisiana rest under this reproach: The land that Nature has done most for, and man least for?

For further information, address

D. F. BOYD,
President.

FACULTY.

SESSION 1878-9.

DAVID F. BOYD,

PRESIDENT AND PROFESSOR OF ENGINEERING.

SAMUEL BARNETT, JR.,

PROFESSOR OF PHYSICS AND MECHANICS.

THOMAS D. BOYD,

COMMANDANT OF CADETS, AND PROFESSOR OF DRAWING.

MARK W. HARRINGTON,

PROFESSOR OF NATURAL HISTORY.

JOHN P. McAULEY,

PROFESSOR OF ANCIENT LANGUAGES.

RICHARD S. McCULLOCH,

PROFESSOR OF GENERAL AND AGRICULTURAL CHEMISTRY.

JAMES W. NICHOLSON,

PROFESSOR OF MATHEMATICS.

LEONARD W. SEWELL,

PROFESSOR OF MODERN LANGUAGES.

*-----

PROFESSOR OF MILITARY SCIENCE.

*-----

SUPERINTENDENT OF EXPERIMENTAL FARM.

JAMES W. DUPREE,

SURGEON.

*-----

CLERK AND LIBRARIAN.

*It is expected that the vacancies will be filled soon.

EXAMINATIONS.

The Intermediate and Final Examinations will take place as follows :

			Intermediate.		Final.
Mathematics,	-	-	February 1,	-	June 16
Italian and Drawing,	-		" 2,	-	" 17
French,	-	-	" 3,	-	" 18
Chemistry,	-	-	" 4,	-	" 19
Spanish,	-	-	" 5,	-	" 20
Latin,	-	-	" 6,	-	" 21
Engineering,	-	-	" 7,	-	" 22
German,	-	-	" 8,	-	" 23
Physies,	-	-	" 9,	-	" 24
English and Greek,	-		" 10,	-	" 25
History and Engl. Literature,			" 11,	-	" 26
Natural History,	-	-	" 12,	-	" 27
Mental and Moral Philosophy,			" 13,	-	" 28
Book-Keeping,	-	-	" 14,	-	" 29
Military Science,	-		" 15,	-	" 30

 An Examination occurrng, under the general rule, on Sunday, will take place the following day.

WRITTEN EXAMINATIONS.

ADVICE TO STUDENTS IN REGARD TO WRITTEN EXAMINATIONS.

I.

As soon as you have the Paper set before you, read it carefully at least twice.

II.

Think on the subjects proposed, collect and arrange the facts, the thoughts and the expressions which they suggest, but mentally only: *leave the pen alone*; at most use your pencil to put down some notes. Why so? Because when something is already *written with ink*, there is generally an indisposition to alter it, though further consideration may have supplied more correct ideas, or more suitable words.

III.

When you feel that your ideas are clear and in good order, at least to the best of your present amount of knowledge, take the pen and write on, legibly, neatly, neither too fast nor too slow, but STEADILY: "Hasten with measure and without losing courage," as Boileau, the wise French Horace, says:

"Hâtez-vous lentement et sans perdre courage;
Cent fois sur le métier remettez votre ouvrage,
Polissez-le sans cesse et le repolissez;
Ajoutez quelquefois, et souvent effacez."

IV.

Leave no blanks! If you do not feel sure as to a word or a sentence, supply the deficiency by something sensible and in harmony with what precedes and what follows. The

careful previous complete reading will prove here a great help. This is what eminent translators have always done: when puzzled, they helped themselves from the context.

V.

If any of the questions, or optional subjects, threaten to take much of the allowed time, either on account of its difficulty, or of your want of sufficient preparation, do not attend to it, or put it off, till you have answered or treated the others in which you feel you are more likely to be successful:

“Et quæ
Desperat tractata nitescere posse, relinquit.”—HORACE.

VI.

When you have finished your Paper, do not be in a hurry to dismiss it and to give it to the professor: wait till the last minute fixed to give it, has arrived; and use the interval in reading your Paper over again, quietly, steadily. This will be a very useful means of improving it, and of correcting any inaccuracies of fact, of expression, and—as is too often the case—negligent spelling! All these things tell, and have an influence on the number of merit-marks, and on the total result of the examination.—ALBITIS.

Time Table of General Daily Duty.

SESSION 1878-'79.



1. Reveille.....	5½ A. M.
2. Prayers.....	6 “
3. Surgeon's Call and Inspection of Quarters..	6½ “
4. Breakfast	7 “
5. Recitations and Study.....	8-12 M.
6. Lunch	12 “
7. Recitations and Study.....	1-4 P. M.
8. Drill.....	4-5 “
9. Dinner.....	5-6 “
10. Recreation.....	6-7 “
11. Call to Quarters—Study	7-9 “
12. Tattoo.....	9 “
13. Taps—Lights out—In Bed.....	10 “

No recitations on Saturday. From 9 to 10 A. M. of that day there is drill; at 11 A. M. is the President's Call for *Delinquents in Study* during the week; and at 7 P. M. the Literary Societies meet.

On Sunday, at 8 A. M., is the Superintendent's *General Inspection* of the quarters and persons of the Cadets; and at 10 A. M., is the Church Call for service in Baton Rouge.

TIME TABLE.

RECITATIONS.

BY STUDIES.

CHEMISTRY.....	11-12 and 1-2
COMMERCE.....	9-10 and 3-4
DRAWING.....	9-11
DRILL.....	5-6
ENGINEERING.....	2-4
ENGLISH.....	2-3
FRENCH.....	10-11 and 1-2
GERMAN.....	2-4
GREEK.....	8-10 and 3-4
HISTORY AND ENGLISH LITERATURE.....	8-9
ITALIAN.....	9-10
LATIN.....	10-12 and 2-3
MATHEMATICS.....	8-10 and 3-4
MENTAL AND MORAL PHILOSOPHY.....	1-2
MILITARY SCIENCE.....	11-12 and 3-4
NATURAL HISTORY.....	8-9 and 1-2
PHYSICS AND MECHANICS.....	9-10 and 10-11
SPANISH.....	11-12

BY HOURS.

- 8-9.** 1. History and English Literature. 1. Mathematics. 2. Natural History. 3. Greek.
- 9-10.** 1. Drawing. 1. Commerce. 1. Italian. 2. Greek. 2. Mathematics. 2. Physics.
- 10-11.** 1. French. 1. Physics. 2. Commerce. 2. Drawing. 2. Latin. Practical Agriculture. Practical Mechanics.
- 11-12.** 1. Chemistry. 1. Military Science. 1. Spanish. 3. Latin. Practical Agriculture. Practical Mechanics.
- 1-2.** 1. Mental and Moral Philosophy. 1. Natural History. 2. Chemistry. 2. French.
- 2-3.** 1. Engineering. 1. Latin. 1. English. 2. German. Practical Agriculture. Practical Mechanics.
- 3-4.** 1. German. 1. Greek. 2. Engineering. 2. Military Science. 3. Mathematics. Practical Agriculture. Practical Mechanics.
- 5-6.** Drill.

C I R C U L A R .

CONTRIBUTIONS SOLICITED FOR LIBRARY, READING ROOM,
LABORATORIES AND MUSEUMS.

The friends of the University, and of education and culture, who may wish to advance literature, science and art in Louisiana, are requested to contribute to

I. THE LIBRARY—Any book, pamphlet, manuscript, map, or autograph of distinguished person; book-seller's catalogue, or publisher's list.

II. THE READING ROOM—Any newspaper, magazine, or periodical, in any language whatever.

III. THE PHYSICAL LABORATORY—Any apparatus for illustrating the laws of Physics, as of electricity, magnetism, heat, steam, light, sound; of force and motion—of solids, liquids and gases; astronomical instruments and globes; or drawings of apparatus, catalogues and price lists.

IV. THE CHEMICAL LABORATORY—Any apparatus, utensils and reagents for Chemical preparations, experiments and analyses, such as galvanic batteries, electric machines, electro-magnets, air-pumps, barometers, thermometers, hydrometers, areometers, microscopes, blow-pipes, balances; drying-ovens, furnaces or models of furnaces; gas burners, heaters, furnaces and generators; retorts, crucibles, test bottles and tubes, beaker and graduated glasses, syphons, pneumatic and mercury troughs, mortars, graduated meas-

ures, spirit lamps, etc., etc.; chemicals; catalogues and price lists.

V. THE ENGINEERING MUSEUM—Any Engineering, Surveying, or Mathematical Instrument, model, profile, chart or diagram, photograph of bridge or other engineering work, finished or in course of construction.

VI. THE ARCHITECTURAL MUSEUM—Any Architectural, or Builder's plan, drawing, photograph, estimate, or model; or specimen of Building material, such as wood, iron, stone (natural or artificial), brick, lime, mortar, tile, pipe (metal or cement), or roofing.

VII. THE MECHANICAL MUSEUM—Any model, drawing or photograph of Machinery, Mechanical tool, or Manufacturer's or Tradesman's book of plates, circular or price list; or mechanical product, such as samples of cloth, leather, soap, oil, paints, dye-stuffs, paper, rubber, glass, pottery, porcelain, china, metals in various stages of manufacture, or ores in process of reduction; section of boiler iron, rail-road iron or steel-rail, telegraph cable or wire.

VIII. THE AGRICULTURAL MUSEUM—Any Agricultural Instrument (full sized or model), drawing or photograph of machinery used in Agriculture; agricultural products, such as samples of sugar, cotton, wool, ramie, rice, tobacco, grain of all kinds, seeds, coffee, tea; fertilizers or manures; or any domestic animal or fowl of improved breed.

IX. THE ZOOLOGICAL MUSEUM—Any wild animal, bird, fish or reptile,—alive or preserved in skin or skeleton,—bird's nest or eggs, insects of all kinds, such as butterflies, bugs, beetles, etc.; any sea-shell, or land or fresh-water

shell, or coral; or anatomical or physiological model or chart.

X. THE BOTANICAL MUSEUM—Any plant, shrub, flower, grass, weed, vine, or section of tree; model of fruit, flower or seed; or Botanical chart.

XI. THE GEOLOGICAL MUSEUM—Any rock, fossil (animal or vegetable), cast of fossil, soil, or Geological map; or ornamental or precious stone.

XII. THE MINERALOGICAL MUSEUM—Any mineral, ore, metal reduced or in process of reduction, coal petroleum, potter's clay, or kaolin; models illustrating crystallography, models or drawings of furnaces and machines used in metallurgy, or drawings of mines, mining operations and machinery.

XIII. THE MUSEUM OF FINE ARTS—Any painting, engraving, photograph, chromo, bust, or piece of statuary.

XIV. THE ARCHÆOLOGICAL MUSEUM—Any Indian relic, such as tomahawks, axes, arrow-heads, pottery, etc.; handiwork of extinct people; old coins, medals, medallions, etc.; or old vases, casts or photographs of ancient statues and busts.

XV. THE MILITARY MUSEUM—Any relic of famous wars or battles; arms or armor of ancient or modern times, from the war-club and the javelin to the repeating rifle; plans of fortifications, drawings of ordnance, topographical drawings, models, etc.; flags or ensigns of different nations; or models and drawings of naval architecture.

XVI. THE MUSEUM OF CURIOSITIES—Any natural or artificial Curiosity of any kind whatever, such as mal-

formed animal or vegetable growth; domestic implements of North American Indians, South Sea Islanders, Chinese, Japanese, etc.; primitive agricultural and mechanical implements; relics of ruins of noted buildings and mementoes of distinguished men, etc., etc.

We wish a Library, Apparatus and Museums worthy of a University, and worthy of our State. We want a sample of whatever God hath made, and man hath wrought; and we expect our people to help us.

We appeal to Scholars, Authors and Publishers to give us good books; we call upon Planters, Manufacturers, Mechanics and Merchants to give us material for a good Industrial Museum; we beg Antiquaries for old coins or works of Ancient Art; we ask our Youth, school-boys and school-girls, to see that we have a good collection of birds, animals, reptiles, insects, shells, plants and flowers; we wish Observers (Nature's true nobility) to tell us any thing that is new, or strange, or curious in physics or morals. And is it too much to expect the intelligent wealth of the land to help us in a way worthy of its ability: to give us, say, a complete Library in some Department of Literature or Science, or Apparatus complete to illustrate some special department of Chemistry or Physics; a Printing Press or Steam-Engine; a large Telescope, or Bock's Models of Iron Bridges; Ward's Series of Geological Casts, or Zoological Cabinet; Olivier's Models of Descriptive Geometry, or Schroder's Mechanical Models; Rau's Models of Ploughs, or a fine set of Historical and Political Wall-Maps; a collection of casts of Ancient Statues and Busts, or of Historical Medallions; some masterpiece of modern painting or statuary: is it too

much to hope for even all this—in time? We trust not. It is done almost daily by intelligent, cultured wealth at the North. Why not in Louisiana? If articles of value cannot be donated, let them be deposited here for the use of the youth of Louisiana and of the Southwest, and for the building up of this University of the Southwest.

DONATIONS—SESSION 1876-77.

NAME OF DONOR.	LIBRARY.					MUSEUM.	
	BOOKS.		Pam- phlets.	Maps.	Pic- tures.	En- tries.	Speci- mens.
	Bound	Paper.					
Alden, John B.			12				
Allen, Edward G.			1				
Apgar, Ellis A.			1				
Armstrong, Gen. S. C.			2				
Arnold, Dr. B. F.			3				
Augustine, M.			1				
Australian Commissioners, { International Exposition }		2		2			
Ayer, N. W. & Son.		1	12				
Barillier, L.						2	6
Barnard, Dr. F. A. P.		1	1				
Barnes, A. S. & Co.			12				
Barnes, Joseph			7				
Barnett, Sam. Jr.			1				
Bascom, Dr. John.			2				
Bastin, E. S.			1				
Bathey, Dr. Robt.			1				
Benét, Gen. S. V.	15		14				
Benjamin, E. B.	1		1				
Betts, B. R.			1				
Biberson, C. L.						7	16
Bodley, R. L.			1				
Bohn, C.			1				
Boon, E. P.			1				
Bourgeois, L. L.	3						
Bouton, J. W.			1				
Bowie, Walter.			1				
Bowman, Dr. J. B.			2				
Boyd, D. F.	92	9	4	1	10	4	27
Boyd, Mrs. E. G.			1				
Boyd, Thos. D.			16	2			
Bradley, Garretson & Co.	1						
Braun, Frederick & Co.			1				
Brazilian Commission, In- ternational Exposition... }		3					
Briggs, Dan'l B.	2		2				
British Commission, Inter- national Exposition }	1						
Broadus, Dr. J. A.			1				

DONATIONS—SESSION 1876-77.

NAME OF DONOR.	LIBRARY.				MUSEUM.		
	BOOKS.		Pam- phlets.	Maps.	Pic- tures.	En- tries.	Speci- mens.
	Bound.	Paper.					
Brosnan, D. M			2				
Buckham, M. H.....			3				
Buckhout, W. A.....			1				
Bullock & Crenshaw.....			2				
Bushart, Rev. L.....			1				
Butler, J. H. & Co.....			4				
Cabell, W. D.....			2				
Campbell, Dr. W. H.....			3				
Carroll, Pelton & Galpin.....			1				
Chaillé, Dr. S. E.....			1				
Chamberlain, Gen. J. L			1				
Chatto & Winders.....			2				
Cheyney, J. S.....			1				
Christern, F. W.....			12				
Clark, W. S.....			1				
Claxton, Remsen & Heffelfinger			1				
Cole, M. C.....	2						
Cook, Geo. H			1				
Cooper, George.....			1				
Coulter, J. M. & M. S.....			1				
Cowdon, Capt. John			1				
Department of the Interior	255	3	5	1			
Deslattes, Dr. J. L.....	2	1	8	1			
Dean, John W.....			1				
Davis, Rear Admiral ..	1						
Dawson, C. C			1				
Dufossé, E.....			1				
Dauchy & Co.....			1				
Earle, A. L			1				
Eaton, Gen. John Jr.....	3	1	1				
Eaton, J. R.....			2				
Eldridge & Bro.....			2				
Eliot, W. G.....			1				
Elkington & Co			1				
Ernst & Korn.....			1				
Essex Institute			8				
Fairehild, Geo. T.....			1				
Fauth & Co			1				
Field, T. W.....		2	1				

DONATIONS—SESSION 1876-77.

NAME OF DONOR.	LIBRARY.				MUSEUM.		
	BOOKS.		Pam- phlets.	Maps.	Pic- tures.	En- tries.	Speci- mens.
	Bound.	Paper.					
Fish, Hon. Hamilton.....	1						5
Fitzpatrick, Hon. Jno.....	1	.....	.....	.....	.....	.....	
Fletcher, W. J....			3	.....	.....	.....	
Folwell, Dr. W. M.....			1	.....	.....	.....	
Foote, A. E....			2	.....	.....	.....	
Fortescue, W. S. & Co..			1	.....	.....	.....	
Foss, Dr. C. D			1	.....	.....	.....	
Fuqua, J. S.....						3	
Fusili & Co.....			3	.....	.....	.....	
Garrett & Co			1	.....	.....	.....	
Garnett, D. G. M.....			2	.....	.....	.....	
Garvin, John.....			1	.....	.....	.....	
Gilman, Dr. D. C			8	.....	.....	.....	
Gilmour, Hon. Neil.....		2	1	.....	.....	.....	
Ginn & Heath.....			1	.....	.....	.....	
Gocklen, Rev. F. W.....			1	.....	.....	.....	
Goebeler, H. & Co.....			1	.....	.....	.....	
Government of Canada			1	.....	.....	.....	
Greene, Maj. B. H.....			1	.....	.....	.....	
Green, Sam'l S			1	.....	.....	.....	
Griffin, Rev. N. H.....			1	.....	.....	.....	
Griggs & Co.....			1	.....	.....	.....	
Guild, R. A.....			1	.....	.....	.....	
Hall, Capt. R. H.....			2	.....	.....	.....	
Hall & Harbeson.....			1	.....	.....	.....	
Hamilton, Alex'r.....			1	.....	.....	.....	
Hamlin, G. H.....			2	.....	.....	.....	
Harper & Bros.....	23	.....	.....	.....	.....	.....	
Harris, Dan'l L.....			4	.....	.....	.....	
Harris, Dr. W. A.....		1	.....	.....	.....	.....	
Harris, Maj. W. H.....			3	.....	.....	.....	
Healey, Rev. P. F.....			1	.....	.....	.....	
Henry, Prof. Joseph.....	6	1	1	.....	.....	.....	
Henry, Dr. M. H.....			1	.....	.....	.....	
Hilgard, Dr. E. W.....			1	.....	.....	.....	
Hobbs, J. S.....			3	.....	.....	.....	
Holt & Co.....			1	.....	.....	.....	
Hopkins, Dr. F. V.....	1	.....	.....	.....	.....	.....	
Howell, Capt. C. W.....			3	.....	.....	.....	

DONATIONS—SESSION 1876-77.

NAME OF DONOR.	LIBRARY.				MUSEUM.		
	BOOKS.		Pam- phlets.	Maps.	Pic- tures.	En- tries.	Speci- mens.
	Bound	Paper.					
Humes, Dr. T. W.....			3				
Ingraham, Robt. C.....	1		1				
International Free Trade Al- liance.....			1				
James, Col. Jno. G.....			1				
Jenkins, C. J.....			1				
Jenkins, Rev. C. K.....			1				
King, Dr. Clarence.....	1						
King, Dr. Pendleton.....			3				
Kleinpeter, W. B.....			1				
Kœhler, K. F.....			2				
Lea, Henry C.....			2				
LeMonnier, Dr. Y. R.....			10				
Lessen, Heinriek.....			2				
Lester, C. Edwards.....			1				
Leypold, F.....			1				
Lindsay & Blakiston.....			1				
Lippincott & Co.....			12				
Lyons, J. A.....			1				
MacMillan & Co.....			6				
Magoun, Rev. Geo. F.....			1				
McAuley, J. P.....	1		1				
McCabe, R. J.....			2				
McKitrick, Dr. D. L.....						6	6
Merwin, J. B.....			12				
Montague, W. L.....			1				
Morrill, Hon. L. M.....	1						
Munn & Co.....			1				
Nash, Edward.....			1				
Nelson, A. H.....			1				
Newton, Dr. Rob't S.....			1				
Norwood, Dr. J. G.....			1				
Nicholls, Gov. F. T.....	8		118				
Osborne, T. M.....			1				
Osgood & Co., J. R.....			12				
O'Reilly, Capt. Luke.....		1					
Packard, T. J.....			3				
Palmer, Dr. A. B.....			1				
Parker, W. H.....			1				

DONATIONS—SESSION 1876-77.

NAME OF DONOR.	LIBRARY.					MUSEUM.	
	BOOKS.		Pam- phlets.	Maps.	Pic- tures.	En- tries.	Speci- mens.
	Bound	Paper.					
Pinekney, T. C.....			1				
Poole, W. F.....			1				
Porter & Coates.....			1				
Preston, Maj. Jno.....	1						
Pruyn, Dr. J. V. L.....	7	1					
Pultkammer & Muhlbrecht			1				
Queen & Co., J. W.....			1				
Randolph, A. D. F. & Co.....			2				
Reid, G. H.....		1	1				
Reutel, J.....			1				
Rodgers, Rear Admiral.....	1						
Rowell, J. C.....			6				
Rowell, Geo. P. & Co.....			52				
Royal Library, Dresden.....		6	1				
Runkle, Dr. J. D.....			1				
Rusk, Hon. W.....			1				
Sabin & Sons.....			12				
Sagoo, Dr. R.....			1				
Schaus, Wm.....			1				
Schmidt, H. W.....			4				
Schmidt, L. W.....			12				
Schöenhoff & Muller.....			1				
Scott, C. W.....			1				
Scribner, Armstrong & Co.....			12				
Secretary of State, Mass.....			1				
Sherman, Gen. W. T.....			1				
Shipman, W. R.....			2				
Simonds, Dr. J. F.....			1				
Slack, J. D.....			1				
Slagle, C. W.....			1				
Smart, C. S.....		2	1				
Smith, Dr. W. H.....	1						
Smith, W. H. & Sons.....			2				
Society of Civil Engineers, U. S.....			1				
Soldan, Louis.....			1				
Soulé, Col. George.....			1				
Steiger, E.....			7				
Stille, C. J.....			1				
Stinson & Co.....			1				

DONATIONS—SESSION 1876-77.

NAME OF DONOR.	LIBRARY.				MUSEUM.		
	BOOKS.		Pam- phlets.	Maps.	Pic- tures.	En- tries.	Speci- mens.
	Bound.	Paper.					
Stone, Gen. C. P.....		4	5	6			
Sumner, Rev. J. S.			1				
Swarbrick, George.....	2						
Swiss Naturalist Society.....		1					
Tebault, Dr. C. H.			1				
Tenney, H. A.			3				
Towne, A. F.			1				
Tracey, J. L.			1				
Uhler, R. H.			1				
U. S. Patent Office.....		2	52				
U. S. Publishing Co.....			1				
Van Name, A.			1				
Van Pelt, Wm. M.			1				
Varsi, Rev. A.			1				
Vernon, H. G.			1				
Vinton, F.			1				
Walker, W. K.			1				
Ward, Hon. E.	1						
Watts, Hon. Frederick	1						
Wertenbaker, Wm.			9				
Wheatland, Henry			3				
Whipple, Geo. M.			2				
Whitaker, A. E.			3				
Whitall, Tatum & Co			1				
White, E. E.			2				
White, Joseph.....		1	1				
Wieck, Wm.			1		1		
Wilmer, Rt. Rev. Bishop.....			1				
Windom, Hon. M.	1						
Winsor, Justin			13				
Wood, Wm. & Co.....			1				
Woodbridge, Dr. W. E.....	1						
Woodruff, J. O.			3				
Woodward, C. L.			2				
Worthington, R.			1				
Yeaman, Dr. W. P.			12				
Young, Hon. Henry C.	1						
TOTAL	439	46	712	13	11	22	60

WHY THE UNIVERSITY SHOULD BE SUPPORTED.

1. It claims to be one of the leading schools in the South.
2. It is the chief school of Louisiana.
3. It has young men in attendance from every part of Louisiana; and nowhere else can the youth of the State become so well acquainted with one another.
4. The location in the city of Baton Rouge is unsurpassed in Louisiana for health, quiet, beauty, and accessibility, and for the refining influences of good society.
5. Its faculty is large and able, composed of experienced active, zealous men.
6. Its course of study is full and thorough.
7. It has special departments of agriculture, mechanics and engineering. The latter is well supplied with instruments, models and diagrams, plans and specifications of public works, and the latest and best books on engineering published in this country and in Europe. Special attention is paid to drawing.
8. It has a commercial school, where book-keeping, business forms and transactions, and commercial relations are taught.
9. Its literary departments are on as good footing as its mathematical and scientific; the ancient and modern languages, mental and moral philosophy, history and English literature, being all well taught.
10. It has a well selected library of 14,000 volumes.
11. It has much philosophical and chemical apparatus, besides a large number of models of machinery, recently obtained from the United States Patent Office at Washington.

12. It has extensive cabinets in geology, mineralogy, conchology, botany, zoology, and archæology. An agricultural and mechanical museum is also forming.

13. No where else has the student equal facilities to learn the natural and physical history of Louisiana and of the whole Southwest.

14. It has many handsome paintings, engravings, chromos, photographs, etc. Indeed, most of its public rooms are but so many fine picture galleries.

15. The University has 200 stands of small arms, and four pieces of artillery. In infantry or artillery tactics there is a daily drill. Its military discipline is believed to be the strongest, most efficient and best in the whole country, and its cadets the most orderly, studious, and well-behaved, as well as the most cheerful and contented. Comparison is earnestly invited.

16. There is not only the best of good order within the University, but citizens are protected against all lawlessness of cadets; and "*hazing*" or the brutal treatment of cadets by one another, as practiced at some of the chief military schools of the country, is here simply impossible.

17. It strives to throw around the cadet, continually, the best of religious, moral, and social influences.

18. It is one of the neatest and most tastefully arranged establishments of the kind in the United States.

19. It is one of the cheapest institutions of high grade in the country.

20. Tuition is free, and board but \$10 a month.

21. Why should five out of every seven Louisiana youths be sent out of Louisiana to be educated?

CALENDAR.

REGULAR MEETING OF BOARD OF SUPERVISORS—FIRST MONDAY
IN OCTOBER.

OPENING OF THE SESSION—FIFTH DAY OF OCTOBER.

REGULAR MEETING OF BOARD OF SUPERVISORS—FIRST MONDAY
IN DECEMBER.

CHRISTMAS HOLIDAYS—DECEMBER 24TH TO JANUARY 1ST.

ANNIVERSARY DAY AND ADDRESS—JANUARY 2D, AT 6 P. M.

INTERMEDIATE EXAMINATIONS—FEBRUARY 1ST TO 15TH.

MILITARY PARADE—WASHINGTON'S BIRTH DAY—FEBRUARY 22D.

REGULAR MEETING OF BOARD OF SUPERVISORS—FIRST MONDAY
IN APRIL.

FINAL EXAMINATIONS—JUNE 16TH TO 30TH.

RELIGIOUS ADDRESS TO CORPS OF CADETS—SUNDAY BEFORE 4TH
OF JULY, AT 11 A. M.

REGULAR MEETING OF BOARD OF SUPERVISORS—MONDAY BEFORE
FOURTH OF JULY.

ADDRESS BEFORE THE LITERARY SOCIETIES—JULY 2D, AT 8 P. M.

ANNUAL MEETING OF THE SOCIETY OF THE ALUMNI AND
ADDRESS—JULY 3D, AT 8 P. M.

COMMENCEMENT DAY—FOURTH OF JULY. MILITARY PARADE—AT
3 P. M. ACADEMIC EXERCISES—AT 8 P. M.

DISBANDING OF THE CORPS OF CADETS—ON THE DAY AFTER COM-
MENCEMENT DAY, AT 8 A. M.

APPENDIX.

COMMENCEMENT ADDRESS

BEFORE THE FACULTY AND STUDENTS OF THE LOUISIANA
STATE UNIVERSITY AND AGRICULTURAL AND
MECHANICAL COLLEGE,

BY COL. SAMUEL H. LOCKETT,

*Professor of Mathematics in the Tennessee University; formerly Professor of Engi-
neering in the Louisiana State University.*

THE VALLEYS OF THE NILE AND THE MISSISSIPPI.

Ladies and Gentlemen, President and Students of the University:

When your most worthy President, and my most excellent friend, Col. Boyd, informed me that I had been selected to deliver your Commencement Address for this year, I thought to myself, and wrote to him, that a most injudicious selection had been made.

On such occasions as the present, when the College exercises of a long session are fast drawing to a close; when the routine work of scholastic life is about to give place to the joys and delights of vacation for the under-graduate, and to the real, active, earnest work of manhood for the post-graduate, it is meet and proper that one from the "wide, wide world" should welcome the College student back to the busy haunts of men. He who, in the seclusion of College walls, has been struggling with the difficulties encountered in the acquirement of book knowledge, needs to hear words of good cheer, and of welcome, and of advice, from one who, on the broad battle field of the world has

been engaged in the real struggle of life. Hence you will recognize at once the inappropriateness of having one, who has been travelling in the same groove as yourselves, to occupy your time and make demands upon your attention. You are tired now, and rightly so too, of books and bookish men. You naturally rebel against anything or anybody, that would coerce your thoughts back to the old things of school-days, and prevent them from bounding outward and upward to the new things of the approaching holidays.

Knowing and feeling all this, and being in most hearty sympathy with it, I have a difficult task before me to-day. I must in justice to you, get out of my groove; must cut loose from the things with which I am most familiar; must endeavor to hide the teacher that is in me, and play a new role. I must, if possible, appear to you as a man not altogether oblivious of the great interests which lie outside of College walls. I trust that the theme which I have selected for our consideration to-day, will enable me to do so, and will, at the same time, commend itself to you as worthy of your most earnest attention.

I will attempt, then, in the following discourse, to present to you, as completely as the brief time at my disposal will permit, a comparative view of the two most important valleys of the world: namely, those of the *Nile and the Mississippi*. As Louisianians, dwellers upon the banks of the latter majestic stream, and as students of the State Agricultural and Mechanical College, this subject should not lack in intrinsic interest to you.

Perhaps it may not be known to all of my hearers that I have been myself a dweller upon the banks of both of these famous streams. For five years, as Professor in this Insti-

tution, I devoted much time to the study of that grandest of rivers, which sweeps with majestic tide before your doors, and for two years, my home was on the banks of the Nile, in daily sight of the Pyramids of Ghizeh and in hearing of the voice of the Sphinx, if she had not ceased to give forth her oracles and propound her mysterious riddles to men.

What, then, I shall say to you on this occasion, will at least have the advantage of not being second-hand. It may not be original, or striking, or new; but it shall be what I have seen with my own eyes; what I know of my own knowledge.

In the first place, I will ask you to go with me across the great ocean, and across the Continent of Europe, to the land of the Pharaohs of old, and of the Khedive of to-day. Though this gives us a voyage about one-third around the circumference of the globe, yet I trust you will be nothing loth to take it with me; for well is this land worthy of even more than a flying visit. Here, old Time himself was young; here the human race passed from infancy to its earliest manhood; here unnumbered dynasties ruled and passed away, leaving historic records in imperishable monuments and everlasting hieroglyphics, while the rest of the world was wrapped in the darkness of ignorance and barbarism. Here, too, Joseph dwelt and gave laws to his captors, and Moses and Aaron marshaled the hosts of Israel for their forty years' wanderings in the wilderness. Here Alexander crowned his career of conquest by founding the great city still bearing his name. Here for three hundred years under the Ptolemies lived the cultured Greeks, rivaling the ancient rulers in works of Art and monuments of Architectural skill, until the invincible Cæsar won

Egypt by his arms, and was himself almost vanquished by the charms of her voluptuous Queen. Here the Virgin Mother sat, a refugee from the land of her birth, under the friendly shade of a fig tree, which is said to be still standing in the garden of the Matarieh; and here in successive waves, Persians and Saracens and Mohammedan propagandists, and Christian Crusaders, and Ottoman hordes, and Bedouin bands, the flying Cohorts of the Mameluke Beys, and the resistless legions of the Man of Destiny, have swept, with destructive fury! And yet the land still lives! the richest, greenest, most fertile and productive spot on earth! the dwelling place of millions, and the granary of Europe and the East! No wonder that it has been the coveted prize for which so many peoples and potentates have contended! no wonder that to-day the Ottoman Empire should cling to it in its death agony as the only really living part of its huge but moribund body! No wonder that England and France should both be turning towards it eyes of longing desire!

But let us take a nearer view of this marvellous land. Let us suppose that while we have been engaged in this retrospect of historic Egypt, we have been rattling over hill and plain, mountain and valley, behind the puffing, screaming, fuming locomotive and have been transported in just three days from here to New York City. There we took the White Star line, and at the rate of 17 miles an hour, we went bounding over the great billows of the Atlantic Ocean; and in just one week we were safely moored in the magnificent docks of Liverpool. Here we were ushered into a first-class coach on the 8:30 Express; and in four hours we have traversed the length of merry England,

and are at Charing Cross Station in the heart of mighty London. But we do not stop here; we are not visiting the world's greatest emporium: the Tower, and Westminster Abbey, and Hyde Park and Regent's Garden, have no attractions for us; we are on our way to Egypt, and we wish to make the trip in the shortest possible time. So on we dash to Dover and across the straits of the same name to Calais; and thence without stoppage, we speed to Paris by midnight. Here we must wait, perforce, until the next morning to take the "Through Express" for Italy. The next day we traverse France, beautiful France! and the sun sets on as lovely a landscape as the eye ever beheld.

But where are we the next morning, just after the day dawns? High up among the tumbling cascades, and eternal snows of the Alps, and just at the black yawning mouth of the Mont Cenis Tunnel. A half hour, we are buried in the bowels of the great mountain, and just as the sun breaks through the clouds on the eastern horizon, we emerge on the southern slope. Oh, glorious scene! but no! we cannot stop here, we are on our way to Egypt; so on we dash; down the Alps; across the lovely plains of Northern Italy; on through towns famous in song and story; on through Rome even, as if it were any other way-station; on and on, along the via Brundusina, now a modern railway route, until we strike the shores of the Adriatic at Brindisi. Here we go at once aboard an Austrian Lloyd's steamer; and in three more days, or four at farthest, we have crossed the blue Mediterranean, and the famous Pharos of Alexandria welcomes us to Afric's sunny shore. We have actually made the trip in just eighteen days from the banks of the Mississippi to the mouth of the

Nile! And this is no theoretical voyage. I have had letters to come to me in Egypt, from Baton Rouge to Cairo, in twenty-one, twenty-two and twenty-three days.

I have sketched out this rapid voyage to Egypt with a purpose. I want to show you that she is not so far from you that you need look upon her, and think of her, as belonging to another world. Steam has made Louisiana and Egypt neighbors to each other; and nature has made them so much alike, in many respects, they may well lay claims to a close kinship.

A Louisianian landing at Alexandria, would see many sights very familiar to him. The levee of New Orleans is replaced by a long line of stone docks, but you see the same forest of masts, bearing the flags of all nations; you observe the stalwart forms of black laborers bared to the waist, their glossy backs shining in the hot sun; and you soon recognize that they are rolling cotton bales, and carrying rice-sacks on their broad shoulders to the waiting shipping. You notice too that in-coming vessels are discharging coal, and iron, and huge boxes of manufactured goods, and general merchandise. The small boats that swarm around your steamer are laden with oranges and banauas, figs, pine apples and luscious grapes, watermelons and cantelopes, and all the fruits with which you are familiar.

But there are many things strange and new to you. Such a Babel of tongues you never heard before; such a variety of complexions and costumes never before did your eyes behold. All the nations of the West, and all the tribes of the East have here met together.

But we will extricate ourselves from this motley crowd.

However interesting may be the kaleidoscopic picture before us, it is foreign to our present purpose to linger long in its study. Our object now is to see the Egypt of the Nile, the Egypt of the untold centuries of the past, Egypt as it is to-day, and as it will be in the future until the Nile runs dry. In other words, we want to see the land of Egypt, and not its ephemeral population, which to-day is, and in a few years will have passed away and given place to another, and perhaps a very different generation.

So passing through Alexandria,—not stopping, even, to gaze upon Pompey's Pillar or Cleopatra's Needle,—we take the express train for Cairo. Soon we leave the dusty noisy city behind us, and are rattling along at the rate of thirty miles an hour into the heart of the land we have come so far to see. What is that on our right? that broad sheet of water, with its wide margin of black glistening mud, and its fringe of tall waving sea-grass? It is Lake Mareotis; and the railway skirts along it, as your New Orleans and Mobile Railroad does along the shores of Lake Borgne. Sometimes you are flying over the shallow, rippling water; sometimes over the trembling salt-marsh. On your left you see broad fields of waving rice, and orchards of orange trees, figs, and bananas. In fact, nearly everything is as you would see it on leaving New Orleans by any one of her systems of diverging railways. You will mark the absence of the towering feathery foliaged cypress, the wide spreading live-oak with its grey beard of Spanish moss, and in truth, of all of our magnificent forest trees. On the other hand, you will observe long lines of date-palms, with tall, thin columnar stems capped with graceful pendulous fronds.

Soon you come to the banks of a broad bayou, as you

would call it here in Louisiana ; but in Egypt it is the khalig (or canal) at Mahmondieh. Along its levee you speed awhile, and then turn eastward across the fields. You notice that a change has come over the scene. The rice fields are gone, and in their stead endless acres of cotton and corn lie on either side of you as far as the eye can reach. Through fields of these great staples, with here and there a wheat field, or a small patch of sugar-cane, and numerous vegetable gardens you pass, until you reach Cairo, at a distance of one hundred and thirty-one miles from your starting point.

Meantime, you have remarked many peculiar and interesting features of Egyptian scenery. You have crossed numerous khaligs, or canals, both natural and artificial; you have crossed, on splendid iron bridges, both of the main branches of the Nile; you have had a sight of the great Barrage, which is intended to dam up the waters of the Nile, when nature does not give it rise enough for the purposes of irrigation; you have seen almost numberless villages of low, mean, filthy mud huts, nestling in groves of friendly palm-trees, or clustering around little mounds which are just above the mighty river's overflow; you have noticed an occasional palace surrounded by its high jealous walls, which hide everything but its gilded cornices, and lofty dome, and the tops of exotic trees, which flourish in its luxuriant garden; you have seen two nearly level lines on either side of you closing in the horizon, and instead of the dark greenish blue tint of the primeval forest to which you are accustomed, as the limits of your vision, you have in this case marked the purplish yellow hue, and have learned that you were gazing upon the confines of the

eternal desert waste of sand which everywhere limits the narrow alluvial bottom of the Nile. You have passed through several large towns, and have been amazed at the multitudes of blind, and halt, and lame, and decrepit men and women, who throng their thoroughfares; you have wondered at the filth and foulness, everywhere visible near the haunts of men; you have been struck with the rude methods of agriculture: wooden ploughs drawn by sleepy-looking buffalo oxen, or an ox and a donkey, or an ox and a camel, or a man and a donkey, or two men, or a man and a woman, working together in harness, being common sights; you have marveled at the patience which could irrigate a whole crop of corn or cotton, by lifting water from the adjacent river, or canal, by the bucket, or rather, basket full. Many other things equally as strange and novel as those mentioned have excited your surprise; but if you be a close observer, you will have been most of all impressed by the unparalleled fertility and fruitfulness of the land through which you have passed. Scarcely a square yard of ground but is productive of something useful. The broad fields are teeming with the great staple crops, while every nook and corner, and levee-slope, is loaded with vegetables, or melons or fruits.

Now, that we are at the end of our journey, let us pause and take a general survey of this fruitful land. Cairo, like your own city of Baton Rouge, stands on the first high ground which abuts the river. To get a general view of the delta of the Mississippi, Baton Rouge is the best point that I know; and you would mount to the cupola of your own University building to find the best stand-point for your observations. In Cairo you will take your stand on

the flat roof of the famous citadel built by Sultan Saladin on a spur of the Mokattun hills. Here, at an elevation of some three hundred feet above the level of the Nile, only the natural limits of human vision and the rotundity of the earth's surface restrict the extent of your view. By turning around on your heel, all of Egypt will pass before you. Let us first look back towards the Mediterranean Sea and study the Topography of the country through which we have just passed. Immediately in front of us lies Cairo (El Kahireh the victorions), with its densely packed flat-roofed houses, its narrow, crooked streets, its hundreds of oriental palaces, its half-a-thousand Minaretted Mosques, and its half-a-million of motley people. Beyond is the Nile, almost an exact counterpart of your Mississippi, finding its way by sinuous path to the sea. Twelve miles from your stand-point, the two great branches, the Rosetta and Damietta, diverge from each other, and across them the Barrage is plainly visible with its massive turrets and arches of masonry.

Turning your eyes to the northwest you see the long line of yellow sand hills, which bound the Delta on that side; following these hills you come at last to the southern shores of lake Mareotis, on the opposite side of which stands Alexandria. Standing here at Baton Rouge and turning from a due South direction about the same number of degrees to your left, you will see a line of bluffs bearing off to the southeast, which finally terminate on the northern shores of Lake Pontchartrain, on the opposite side of which lies the city of New Orleans.

New Orleans, however, to be situated, like Alexandria, should be at the mouth of the Rigolettes, where Fort Mc

Comb now stands, instead of upon the banks of the river.

Looking to the northeast from the citadel of Cairo, and to the northwest from the State University of Louisiana, the views have no resemblance to each other. In the one case, you see a second line of yellow barren sand-hills bearing off to your right, terminating at last in the elevations which border the depression through which runs the famous Suez Canal. Your corresponding view from this point, is the apparently limitless bottom of the Mississippi; and you may travel in the direction indicated many a weary mile through broad fields, across deep bayous and lakes, and through many a pathless swamp, before you reach a foot of land not subject to overflow.

At last, after crossing the upper part of Grand Lake, and Bayou Têche, near New Iberia, you will reach the shores of Vermilion Bay. This sheet of water corresponds somewhat in position to Lake Menzaleh of Egypt.

Now, with your two stand-points as centres, and a radius of about one hundred miles, strike arcs of circles, terminating at Lakes Mareotis and Menzaleh in the one case, and at Lake Borgue and Vermilion Bay in the other, and you will enclose almost exactly the same areas. One of these will be the Delta of the Nile, in its entirety, and the larger part of Egypt, so far as its arable area is concerned.

The other will be but a small part of the Delta of the Mississippi, and a much smaller part of the State of Louisiana.

In looking to the west from Cairo you see the great Lybian Desert, with the mighty Pyramids of Gizeh standing on its confines, and between you and them the beauti-

ful valley of the Nile, with a width of ten miles. Turning around towards the rising sun, you are at once confronted with the stern desert hills of Mohattun, which continues in unbroken sterility to the Red Sea. Looking due southward, you see the Nile like a white ribbon fringed with green, laid in graceful curves upon a cloth of gold. Gradually the green fringe becomes narrower and narrower, and for about five hundred miles its average is less than five and a half miles; and this is the rest of Egypt, with the exception of the Fayoum, which is a sort of verdant gulf let into the ragged outline of the desert, about eighty miles above Cairo. The Fayoum has an area about equal to that of the two Baton Rouge Parishes taken together.

Looking to the westward from Baton Rouge, you have a distance before you too great for human vision to span, ere you greet the bluff lands of Opelousas on the trans-Mississippi borders of the great *bottom*. Looking to the east, you have the beautifully level and fertile lands of the *bluff* region of East Baton Rouge, extending to the banks of the Amite. Now turning your eyes to the north, and the great Mississippi bottom extends for half a thousand miles, with an average width of thirty miles. Hundreds of its tributaries, like the Red River and the Ouachita, can boast of valleys broader than that of the Nile; and in addition to all this, every foot of uplands on either side to the summit of the Alleghanies on the one hand, and the distant Rocky mountains on the other, is capable of producing food, fuel or some mineral substance useful to man.

This, then, gives you a fair idea of the relative magnitudes of the valleys and Deltas of the two greatest rivers of the world. In the rest of my discourse, I shall confine

myself mostly to a consideration of the alluvial bottoms of the two rivers : those areas which are subject to overflow : the flood-plains which owe their fertility, nay their very existence, to the waters of the mighty streams which flow through them.

The Nile area extends from the First Cataract in latitude 24° north, to the mouths of the river in latitude $31^{\circ} 30'$ north ; that of the Mississippi from Cairo, Illinois, in latitude 37° north to the Gulf of Mexico in latitude 29° north, giving a length in the one case of $7\frac{1}{2}$ degrees, and in the north of 8 degrees.

The Nile area is 11,351 square miles including lakes and marshes, with an estimated tillable area of 7,000,000 acres, and an area of ground actually tilled of 4,625,000 acres.

The Mississippi bottom contains over 31,000 square miles. Louisiana alone contains 11,600 square miles of alluvial and diluvial surface, of which 3,615,000 acres are arable at this time, and nearly as much more of this surface is reclaimable, and will ultimately be reclaimed.

All of Egypt proper, then, is about equal to the Bottom Lands of Louisiana. Louisiana, in addition, has her fertile bluff lands, her beautiful prairies, and her rolling uplands covered with forest trees, all of which swell her cultivable area to over twenty millions of acres.

But I do not wish to weary you with a multitude of unretainable figures. Let us look at these two rivers and their flood-plains in a more general way. In many respects, we will find points of strong resemblance between them. But the points of dissimilarity are, I think, more numerous and more striking ; and in nearly every case the *natural*

differences are in favor of the Father of Waters of the New World.

As you well know, the two great Capitals and business emporiums, Cairo and New Orleans, are situated in the same latitude, and at about the same distance from the deep waters of the sea. The climate of the two cities is almost identical, Cairo having rather the higher average summer temperature, and New Orleans a lower winter average. But there is one great and important climatic difference, vastly in favor of the Mississippi Delta. Cairo is in a rainless region, while to every part of Louisiana "the former and the later rains come in their seasons." All of the causes of this great difference are too numerous to notice. These are the principal. The Nile flows from the *South*, its sources being immediately under the equator; through all of its sinuous length it flows under a torrid sun, and brings down to its lower valley nothing but its heated waters and fertilizing sediment. The Mississippi on the contrary has its origin in the temperate zone, and flows throughout its entire length in this zone, and brings down to its delta the cool waters of its fountain-head, which condense from the warm humid atmosphere of the Gulf-regions refreshing rains and dews. The Nile valley, and the circumjacent deserts, are treeless regions, while the whole valley of the Mississippi and all of its boundless confines are covered with the most magnificent forest on the earth's surface. These two prominent facts are considered sufficient to account for the climatic differences above mentioned.

The soils of the two Deltas are very similar in appearance and in qualities. In both cases we have the rich,

dark, generous loam, of unfathomable depth, and of inexhaustible strength. That of the Mississippi is rather the more complex of the two, from the fact that the numerous tributaries which pour into it, come from so wide a range of country, and bring down sedimentary materials from every known Geological formation.

The products which flourish in the Deltas of the Nile and Mississippi are almost exactly the same, and are among the most important of commercial commodities. Rice, corn, cotton, cane and all kinds of vegetables and fruits, are produced in the greatest abundance. There is, however, this marked difference in favor of the valley of the Nile. There, all the cereals attain a perfection unsurpassed in any country of the world; and, strangest of all facts in this connection, the habitat of these cereals and especially of the wheat, is from Cairo *southward* as far as the green valley of the Nile extends. The reasons for this striking disparity, I am not entirely able to give. They are well worth searching for, however; and I recommend them to the State Grange of Louisiana, and the Agricultural Department of this Institution.

The Nile valley is peopled by a mixed race, in which are found all types of mankind compounded in all possible proportions. It is really a most motley crew whose impurity of blood can be matched only by an equal want of purity of morals and manners. It is an alloy of nondescript composition, into which all the inferior and bad elements of humanity have been blended into homogeneity, to the exclusion of every superior and good trait. The majority of this population are slaves, the descendants of slaves for a hundred generations; the small ruling minority are Turks,

a race of tyrants and robbers since the eruption of hordes from the central plains of Asia. On either side of this low-land population, tribes of Nomadic Bedonin Arabs and barbarous negroes constitute an unenviable voisinage.

In the broad valley of the Mississippi, on the contrary, and to the utmost limits of this vast continent, the pure white race is dominant, and numerically superior to all others; and into the hands of this race is entrusted the destinies of this the newest and greatest field for man's future labors and development.

And now I will present this ever changing picture to you in still another light, and this time you will see that Egypt will appear before you in much brighter colors than her rival, Louisiana.

You will remember that I told you that all of Egypt proper is about equal in area to the *alluvial lands* of Louisiana, these lands being but *one* of her topographically different subdivisions.

Now let us examine and compare the products of these two countries favored by nature with so many similar advantages.

In the year 1875, Egypt *exported* of Cotton, 653,530 bales of 400 pounds; of Sugar, 98,600,000 pounds; of Wheat, 4,185,000 pounds; of Beans, 2,450,000 pounds; of Cotton Seed, 7,375,000 pounds; of Oil-Cake, 7,000,000 pounds; and lesser quantities of Rice, Maize, Barley, Peas, Lentils, Flax, Flour, Dates, Coffee, Hides, Horns, Bones, Wool, Salt, Soda, Ivory, Gum-Arabic, Ostrich feathers, Pearls, Mother of Pearls, Incense and Fruits, amounting in value to \$63,651,000. All this, too, after feeding and supplying her own population of 55,000,000 souls, which dwell

within the valley of the Nile between the first cataract and the sea.

It is difficult to get exactly corresponding data for Louisiana; but according to the best information I can find, the *total products of the whole State* amount to very nearly the same figures. Deducting the consumption of her own people of her great staples, and the enormous sum paid for imported provisions, the excess of receipts over expenditures must be vastly less than that of Egypt.

Now, the question naturally arises: why this heavy balance in favor of Egypt? This is a question of deepest interest to every Louisianian, and the answer to it is one which should claim your attention. I will endeavor to give that answer. I can do so in one word, and that word is *Labor!* Not skilled labor, for of this, Egypt cannot boast, not labor of any high scientific order, or of excellent quality, but labor in *immense quantity*; labor, actual, of the millions of fellahen who toil in the broad fields from the earliest streak of dawn to the latest ray of departing daylight; week after week with no intervening sabbath; month after month with no rest-days of rainy weather; year after year with no winter of repose between the harvest of one season and the planting of another; accumulated labor, too, handed down from the remotest generations of the past, and stored up in a thousand forms to be utilized in this day, just when and where it is most needed.

And what has all this labor done? As I have once before remarked, it has made every foot of arable land teem with abundance; it makes that land produce *three* staple crops a year, unless one of them happens to be cotton or cane; in which case there will be two. It has

covered the whole face of the country with canals, to the number of eight hundred and seventy odd, of which one hundred and thirteen are navigable. It has brought the mighty river Nile under perfect control, so that when his annual period of overflow arrives, his precious waters are caught, and stored, and distributed to every part of his flood-plain. It has lined the banks of the Nile and the canals with tens of thousands of Sakiehs and Shadoofs by which in the rudest way, water is lifted up during its low stages and poured upon the thirsting soil; it makes that soil produce such crops that the laborer who pays from twenty-five to thirty-five dollars rent fee per year, per each acre of land, and a capitation tax for himself of seven and a half dollars, is yet able to *live*! In addition to the eight thousand miles of canals, it has constructed over a thousand miles of railway, and numerous telegraph lines, and docks, and harbors, and light-houses, and fortifications, and bridges, and palaces and public houses. This labor, in the year 1875, paid to the Egyptian Government an income of fifty-five million of dollars, which was independent of the six or seven millions received by the Khedive from his private estates, which were worked by his subjects *without pay*.

Think of this Louisianians, you who groan under a debt of \$15,000,000, upon which you have to pay an annual interest of \$1,050,000, with State expenses of about \$1,000,000 more!

And this brings me to the great need of Louisiana, to the only thing she lacks to make her the rival, not only of Egypt, but of the richest and fairest lands of the earth in wealth, productiveness and prosperity. That need is *Labor*. Labor to cultivate more thoroughly the ground now tilled

by your planters and farmers : labor to reclaim the waste places, formerly under cultivation, now lying by tens of thousands of acres idle and overrun by weeds and briars : labor to drain, and clear, and bring under the control of the plough, vast areas of swamp land, now dark as night with the shadows of an impenetrable forest, but possessed of almost infinite potentialities for productiveness : labor to claim from the dominion of the sea-wide expanses of marsh, now the home of the wild fowl and alligator, but capable of being converted into rice fields of unparalleled fruitfulness : labor to control the old Father of Waters and make him docile like a well trained horse to do your bidding, instead of unmanageable and terrific with his destructive energy : labor to convert every sluggish, slimy bayou, now overhung by tangled vines and the interlacing branches of trees, now reeking with pestilential vapor, into bright, clear, glassy canals, freighted with the abundant productions of their fertile shores : labor to get rid of surplus water, and to irrigate the parched soil when the flood gates of heaven are closed, and the land languishes under the scorching heat of one of our long continued droughts : labor to develop all the resources with which nature has blessed this favored land, whether those resources be in her fertile soil, in her salt and sulphur mines, in her majestic forests, or on her broad and beautiful, treeless and flowery prairies.

And how must all this labor be obtained ? how supply this sole deficiency of your otherwise most highly favored State ?

With an attempt to answer this important question, I will close.

In the first place, truthful and well-told accounts of *Louisiana as it is*, should be scattered broad-cast all through the United States and the thickly settled countries of the old world. The facts that Louisiana possesses the richest soil in the world, of which hundreds of thousands of acres are untilled; that her climate is genial and salubrious; that her people are hospitable and generous, should be made known in every part of the globe, and especially wherever there is a surplus of capital and labor. And with these facts should go out a cordial invitation to all honest and industrious people, no matter what their nationality or politics, to come and *find a home* in this favored land. Bid them come prepared to stay; come with their wives and children, come with their household gods, come expecting to own a part of the soil of this fertile valley, and to leave it as an inheritance to their children.

And when they come, be prepared to welcome them, and lend them a helping hand. Give them work when they ask for it; sell them land when they wish to buy; break up your mammoth plantations, now so unwieldy, so idle and unwrought, and make homes for the millions.

Then, and not till then, will a new era dawn for Louisiana; then will a new energy be visible throughout the length and breadth of your State. Then the doubt, anxiety and despair, which have so long oppressed every thoughtful Louisianian, will give place to lively hopes and bright anticipations. New enterprises will spring into life; old schemes for improvement will be pushed to completion. Rail roads so long talked of that they have become a by-word and reproach, will be finished and put in operation. Canals so long drawn on the map and yecept "proposed,"

would become actualities. Cottages, hamlets and towns will spring up on the banks of your majestic river and innumerable bayous. Your great alluvial bottom will bloom and blossom as the rose; your reeking swamps will be drained and become the most productive spots on earth; your grassy prairies will echo to the tread of countless herds of cattle and horses; your vast expanse of sea marsh will be a waving sea of golden rice; your-forest covered hill sides will be crowned with summer residences for the wealthy, and the intermediate valleys be vocal with the hum of busy and prosperous communities; your washed and gullied Bluff Lands will be terraced, and covered with the branching vine; the now almost tenantless pine regions will resound to the chopper's axe, and the inspit- ing whirr of the saw-mill; all the latest resources of the whole State will be brought to light, and prosperity and plenty will everywhere take the place of poverty and distress.

And, last but not least, corruption, and ignorance, and profligacy will be uprooted by honesty, intelligence and economy; peace, blessed peace, will spread her white wings over the land; her people will lie down to rest at night in security, and will rise up at each succeeding dawn and be thankful!

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WHY THE UNIVERSITY SHOULD BE SUPPORTED.

1. It claims to be one of the leading schools in the South.
2. It is the chief school of Louisiana.
3. It has young men in attendance from every part of Louisiana, and nowhere else can the youth of the State become so well acquainted with one another.
4. The location in the city of Baton Rouge is unsurpassed in Louisiana for health, quiet, beauty, and accessibility, and for the refining influences of good society.
5. Its faculty is large and able, composed of experienced, active, zealous men.
6. Its course of study is full and thorough.
7. It has special departments of agriculture, mechanics and engineering. The latter is well supplied with instruments, models and diagrams, plans and specifications of public works, and the latest and best books on engineering published in this country and in Europe. Special attention is paid to drawing.
8. It has a commercial school, where book-keeping, business forms and transactions, and commercial relations are taught.
9. Its literary departments are on as good footing as its mathematical and scientific; the ancient and modern languages, mental and moral philosophy, history and English literature, being all well taught.
10. It has a well selected library of 14,000 volumes.
11. It has much philosophical and chemical apparatus, besides a large number of models of machinery, recently obtained from the United States Patent Office at Washington.
12. It has extensive cabinets in geology, mineralogy, conchology, botany, zoology, and archaeology. An agricultural and mechanical museum is also forming.
13. Nowhere else has the student equal facilities to learn the natural and physical history of Louisiana and of the whole Southwest.
14. It has many handsome paintings, engravings, chromos, photographs, etc. Indeed, most of its public rooms are but so many fine picture galleries.
15. The University has 200 stands of small arms, and four pieces of artillery. In infantry or artillery tactics there is a daily drill. Its military discipline is believed to be the strongest, most efficient and best in the whole country, and its cadets the most orderly, studious, and well-behaved, as well as the most cheerful and contented. Comparison is earnestly invited.
16. There is not only the best of good order within the University, but citizens are protected against all lawlessness of cadets; and "hazing" or the brutal treatment of cadets by one another, as practiced at some of the chief military schools of the country, is here simply impossible.
17. It strives to throw around the cadet, continually, the best of religious, moral, and social influences.
18. It is one of the neatest and most tastefully arranged establishments of the kind in the United States.
19. It is one of the cheapest institutions of high grade in the country.
20. Tuition is free, and board but \$10 a month.
21. Why should five out of every seven Louisiana youths be sent out of Louisiana to be educated?